

Spring 2012

Spring 2012

Augustana College, Rock Island Illinois

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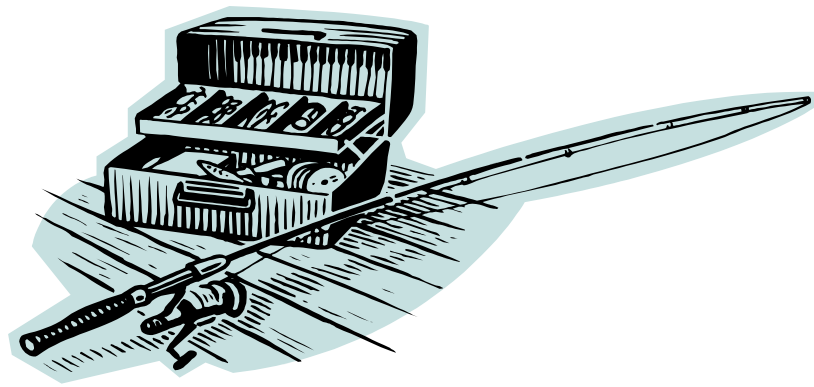
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EDUC412

TACKLE BOX



SPRING 2012

Preface

In EDUC412 this term, we have studied theory and best practices related to literacy in the content areas. You learned how to design effective instruction strategies to address specific student literacy needs and enhance student reading comprehension. You offered presentations on specific literacy strategies for making reading purposeful and meaningful to all students. Now that the term is done, I hope you feel confident that you have myriad strategies, handouts, and resources to use when you have your own classroom of reading challenges. I hope you are convinced that you know how to TEACH literacy skills in your content area in ways that are:

Transparent

Explicit

Authentic

Connected to prior knowledge and skill, and address

How people read effectively and why these strategies work.

This Tackle Box strategy book was researched and written by you and your classmates. Like a tackle box, it is full of lures, hooks and bait to help you reel in your students, as they work with any text in your classroom. There are many strategies because different schools of fish require different lures or bait. Some days you will need to recast your line multiple times or move your boat closer to the **riverbank** to fish in different water. I hope you will find this tackle box of strategies useful gear for your teaching adventure.

Katie Hanson

EDUC412-01

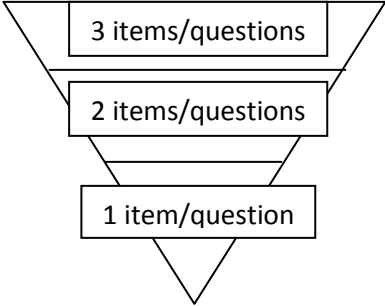

Winter 2012

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3-2-1 by Robin Quinn

A Teacher's Guide

What Is It	Why Do It
<p>---3-2-1 is an organizational strategy that narrows down and categorizes types of questions</p> <p>---This strategy is like a pyramid:</p> 	<p>---Helps students narrow down their thinking</p> <p>---Helps students pick out important details of the text</p> <p>---Helps students summarize, visualize, and organize information</p>
How To Do It	When To Do It
<p>---Choose the items from the text you most want students to understand</p> <ul style="list-style-type: none">-uses for a scientific study-events from history-real world applications of a math formula <p>---Set up your “pyramid” (you can even create a worksheet in the shape of a pyramid to help students visualize!)</p> <ul style="list-style-type: none">-Have students explain/justify/list/highlight/explore...3 items/questions, then 2, then 1 <p>---Consider having students discuss their responses after completing the 3-2-1, or even completing it in groups. With this strategy, it is helpful for students to hear how others responded, especially if your items/questions allow for various different answers and creative critical thinking</p>	<p>---BEFORE: students can use a 3-2-1 to activate prior knowledge</p> <ul style="list-style-type: none">-example: highlight 3 things they know about the topic, 2 things they want to know, and 1 pre-reading assumption they have about the subject (similar to a KWL) <p>---DURING: students can use a 3-2-1 to organize notes (similar to a graphic organizer)</p> <ul style="list-style-type: none">-example: highlight 3 important details they find, 2 uses of a new in-class vocab word, and 1 real world connection <p>---AFTER: students can use a 3-2-1 to make connections, apply new material, and think critically about what they have read (see the student side of this handout for an example)</p> 

Name: _____ Period: _____ Date: _____

3-2-1

Kafka's Metamorphosis

Directions: After reading Kafka's *Metamorphosis*, respond to the following items:

3

Choose three words to describe how you felt at the end of the story:

2

Point out two items from the text that display examples of *the humanistic theory of existentialism that we have discussed in class* and explain why you consider these elements existential.

1

In a 1-2 page, typed response, justify one reason why you think Kafka may have ended the story the way he did.

Annotating Text by Sandrine Chomereau-Lamotte

Save the last word for me: A discussion based technique, in which students share ideas and compare interpretations of a reading by being active speakers and good listeners.

Why should I use this strategy in my classroom?

- It will promote participation from shy students
- Students develop ways to see the meaning of a text (as their own interpretations)
- Students learn about similarities and differences in perspectives
- Each individual has an opportunity to share their own thoughts, unlike a defensive debate
- Students have a choice to stick with their own interpretation or revise it without criticism
- Students build on each other's thinking
- Strategy teaches students how to clarify and explain thought process

How do I implement this?

1. Identify a text or video that will be your basis for the activity. Give each student 3-4 note cards.
2. Students read or view selected text (Either done in class or night before depending on time)
3. After reading, have students identify 3-4 sentences that stood out to them and write each statement on a separate note card (on the front). Students should also indicate the page that the statements were found on. Be sure to inform students that they will choose only one statement to share with group but they need alternatives, in case the statement they choose is taken by another group member.
4. Break students into groups (size is up to you). Have one student begin by reading his/her statement, other members of the group then share reactions, and then finally the original statement reader shares reaction and why he/she chose the statement. Students then repeat this process with rest of members. (Be sure to circulate around room during discussions)
5. An optional closing to this activity could be to have each group decide 2 significant things learned by sharing this information.



Ideas/Variations

Use images→ Instead quotes/statements you can implement pictures/images. Pick a bunch of posters, pictures, or sculptures that have to do with unit content. Then have students pick 3-4 items that stand out to them or incite emotion. On the back of the index cards have students explain why they selected the image and what it might represent or its importance.

Use questions→ Ask students to think of three probing questions that the text brings to mind and write them on one side of each note card. Note that a probing question does not have a defined right answer. Then have students answer the question on the back of each note card. For the discussion, students then select one question for the others to discuss.

When Should I Use This? Save the last word is best used *during* and *after* reading. Students can write their note cards as they read the text, either at home or in class. For after reading, students use the strategy to discuss statements and reactions to the text in groups. This activity provides an opportunity for an informal assessment: listen to student responses or collect note cards at the end of the activity.

Resources:

Daniels, Harvey, and Steven Zemelman. *Subjects Matter: Every Teacher's Guide to Content-area Reading*. Portsmouth, NH: Heinemann, 2004. Print.

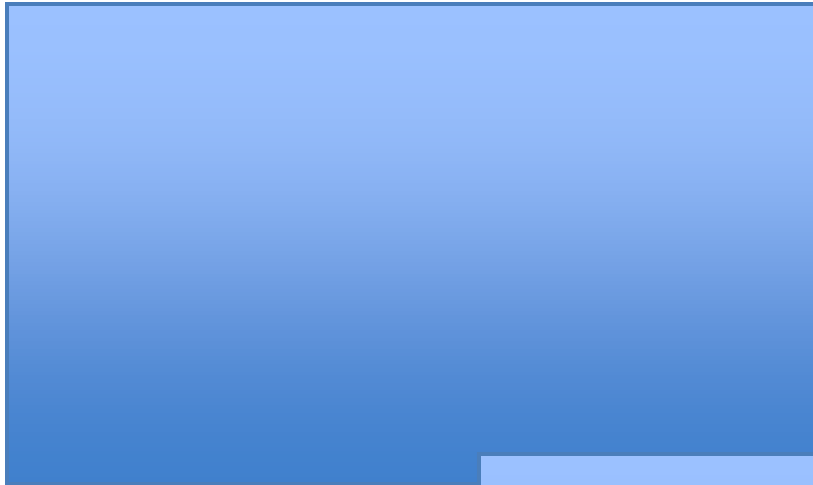
"Save the Last Word for Me | Facing History and Ourselves." *Linking History to Moral Choices Today | Facing History and Ourselves*. Web. 13 Feb. 2012. <<http://www.facinghistory.org/resources/strategies/save-last-word-me>>.

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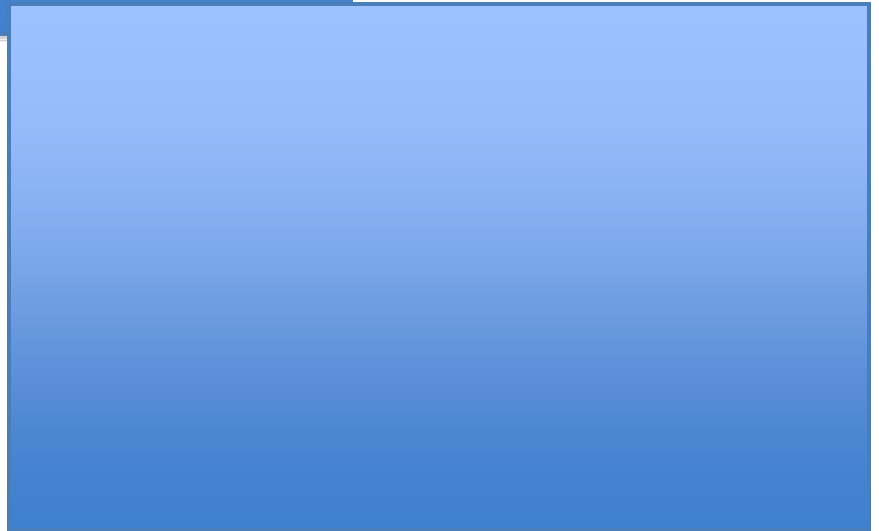
SAVE THE LAST WORD FOR ME

Instructions: Based on the text reading from class write one statement from the text on the front of your note card that you would like to discuss. This may be a statement that angers you, poses a conflict, confuses you, or supports or challenges something you believe. On the other side of the card write your reaction to the sentence. Your reasoning could be because you do not understand it, you do not see a connection, or you have a question about words or phrases used in the statement. Once you have finished your card. Get together with your group: (1) First person shares his/her statement (2) Rest of group shares their reaction to statement (3) First group member shares his/her reaction to the statement and *why* he/she chose it. Repeat this process with your other group members.

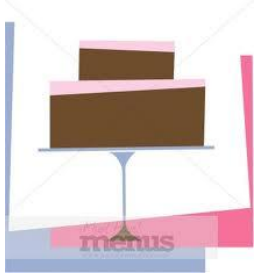

Front

A large, empty rectangular box with a light blue gradient and a thin blue border, intended for writing a statement from the text.

Back

A large, empty rectangular box with a light blue gradient and a thin blue border, intended for writing a reaction to the statement.

A Teaching Guide

What Is It	Why Do It
<ul style="list-style-type: none">▪ Breaking down the text into small parts (novels, poems, lab reports, articles, mathematical concept, formula, etc...)  <ul style="list-style-type: none">▪ Slice your cake before you eat it!	<ul style="list-style-type: none">▪ Make the text more approachable▪ Increase comprehension▪ Increase confidence▪ Establish a sequence (plotline, steps in a process, timeline of events, etc...)▪ Retain important details
How To Do It	When To Do It
<ul style="list-style-type: none">▪ Chunk the text by:<ul style="list-style-type: none">-Paragraphs-Steps-Ideas-Sentences (or parts of a sentence)▪ Set a text up:<ul style="list-style-type: none">-In boxed sections-In a poem or song-In separate pages-In paragraph form▪ Annotate the text as you deem fit (bold/underline sections, write notes, asterisks, etc...)▪ Model an example▪ Allow student discussion and questions (Pause after each chunk)▪ Consider Re-Reading	<ul style="list-style-type: none">▪ Before:<ul style="list-style-type: none">-Chunk an introduction-Select an important part to introduce the style of writing▪ During:<ul style="list-style-type: none">-Chunk an entire text▪ After:<ul style="list-style-type: none">-Have students chunk the text based on their understanding and interpretations-Highlight important sections for in-class discussion/activities/assignments 

Name: _____ Period: _____ Date: _____

Chunk The Text

Directions: Read each chunk of Andrew Marvell's "To His Coy Mistress" aloud with your group. After each chunk, first respond with what you think the poet means. After writing your individual response, share your thought with your group and listen to what they thought. Together, decide what you think that chunk means.

To His Coy Mistress (Excerpts)

By: Andrew Marvell

<u>I think this means:</u>	<p>Had we but world enough, and time, This coyness, lady, were no crime. An hundred years should go to praise Thine eyes, and on thy forehead gaze; Two hundred to adore each breast, But thirty thousand to the rest.</p>	<u>We think this means:</u>
<u>I think this means:</u>	<p>But at my back I always hear Time's winged chariot hurrying near; Thy beauty shall no more be found, Nor, in thy marble vault, shall sound My echoing song; then worms shall try Thy long preserv'd virginity</p>	<u>We think this means:</u>
<u>I think this means:</u>	<p>The grave's a fine and private place, But none, I think, do there embrace.</p>	<u>We think this means:</u>
<u>I think this means:</u>	<p>Now, therefore, while the youthful hue Sits on thy skin like morning dew, Now let us sport us while we may And now, like am'rous birds of prey Rather at once our time devour</p>	<u>We think this means:</u>

What is Mapping?

- Mapping is a form of graphic organizer.
- It creates a visual representation of the relationship between terms, concepts, vocabulary, or whatever else you choose to put on the map.
- The core idea is placed in the center or top, and supplementary ideas branch out from it.

How to use Mapping

- Start with identifying the main topic. This should be at either the top or center of your diagram.
- Next identify sub-topics or supporting main ideas. These should be located directly underneath or out from the center of your main topic.
- Continue downward or outward with supporting details until you have identified all relevant information.
- Model how to use the map
- For Concept definition mapping, give the students a full map outline, but allow them to add more maps and categories than provided

Why use Mapping as Note Taking?

- It is a good visual aid for vocabulary and concepts.
- It helps illustrate connections between students knowledge.
- It makes students generate those connections, thus strengthening their retention of the information.
- Help promote creativity and higher level thinking while making connections.
- Good for keeping well organized notes so they can easily be reviewed later.
- Should be used before Mapping as Notetaking. This acts like the "Modeling" stage for Mapping as Notetaking so Concept definition mapping should be a precursor.
See Mapping as Notetaking, similar, but some differences

When to use Mapping

- **BEFORE:** Give students the main topic before they begin so they can get thinking about the subject/concept/vocab/etc.
- **DURING:** Guides student's reading. Helps students keep a keen eye for things from the text related to the main topic. Helps students see or generate connections.
- **AFTER:** Give the students the map after they read and allow them to select their own central topic. This induces reflection as they take a topic

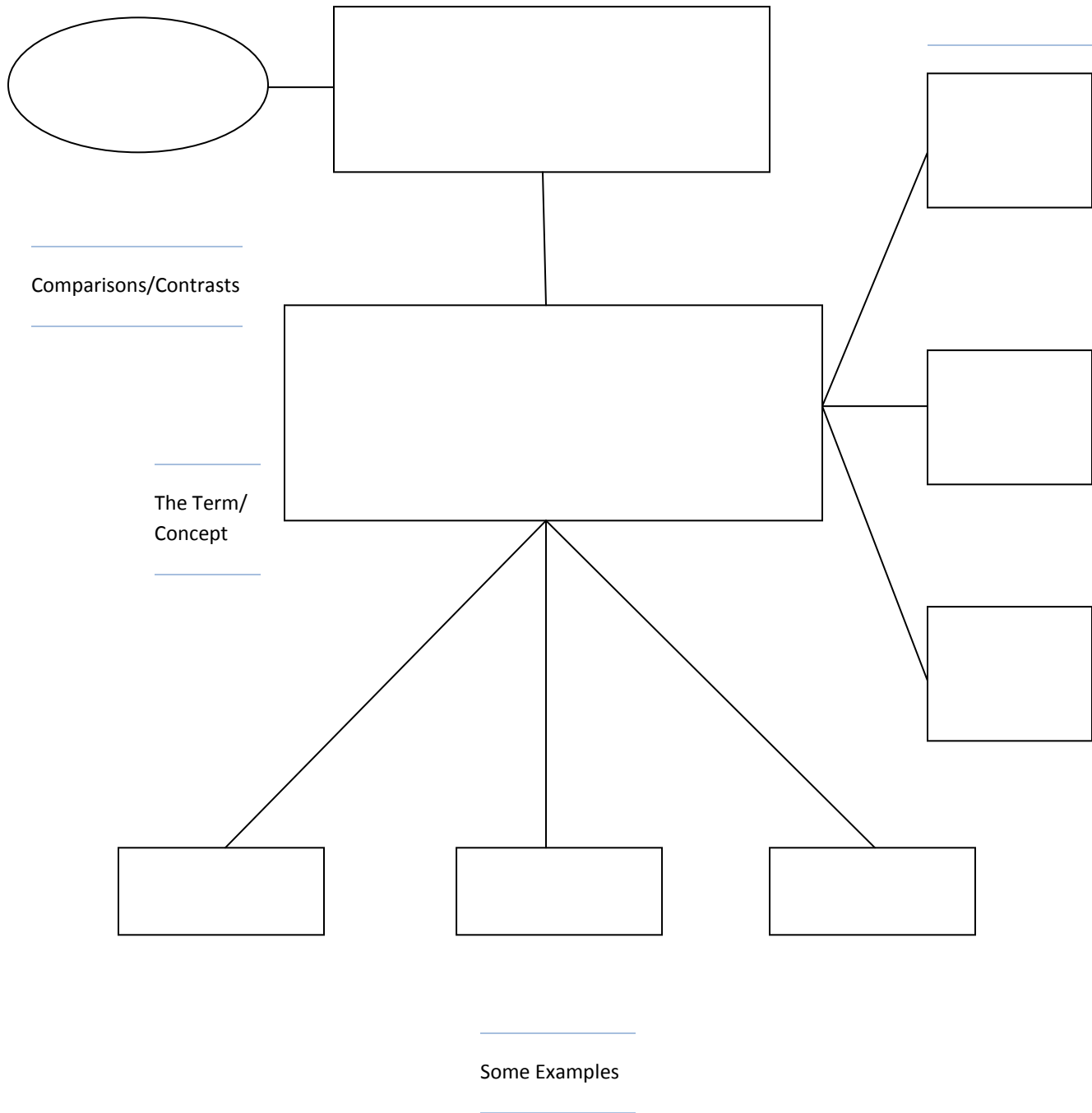
Additional Resources:

<http://www.cogniview.com/convert-pdf-to-excel/post/using-mind-maps-for-creativity-note-taking-and-productivity/>

Teaching Reading in Science by Mary Lee Burton ASCD 2001

Name: _____ Period: _____ Date: _____

Directions: Record the main topic in the center space. Then map out, making connections related to the main topic, to the other categories that are provided. Feel free to make more connections than there are spaces available. Also, feel free to map out further from any square if you come up with more connections.



Concept (Camp) Songs by Colleen Blair

What is it?

The tool of “Camp Songs” is all about bringing music and creativity into the classroom. Using a song that is familiar and well-liked by the students helps to make the activity enjoyable, while the educational content helps to make the activity memorable.

Steps:

1. Choose a song that you and your students will know well and provide/perform the real version in order to get the tune in the students’ minds.
2. Demonstrate changing the lyrics with a preformed creation or by starting the song as a class.
3. Ask students to change the lyrics in order to reflect a subject that they have learned. Providing certain vocabulary or ideas at this point may be beneficial. Allow students to work in small groups in order to foster creativity and productive thinking.
4. Ask students to share their creations with the rest of the class.
5. Copy the lyrics for the rest of the class to be used as a study tool.

Variations:

1. Use other song genres such as pop and rap. Anything that the students know well and can get into will help them have fun and remember the content even more.
2. Use the lyric rewriting as a way for students to get to know each other. If students write the lyrics to reflect something about themselves, it could be a good way for students to share themselves to the class.

When to use it:

Rewriting song lyrics can be used as an introduction to a topic, helping students learn new vocabulary and ideas, or as a review of what they have just learned in a unit.

Possible Song Choices:

Alphabet song
Amazing Grace
Ants Go Marching
Baby Beluga
Buffalo Gals
Clementine
Farmer in the Dell
Frere Jacques
Hokey Pokey
John Jacob Jingleheimer Schmitt

London Bridge
Mary Had a Little Lamb
Muffin Man
Oh Susanna
One, Two, Buckle my shoe
Pop goes the weasel
Ring Around the Rosie
Row, Row, Row your boat
Twinkle, Twinkle Little Star
Yankee Doodle

Name: _____ Period: _____ Date: _____

Camp Songs

Directions: In the first section, write down some of the main plot points of Huckleberry Finn. This is simply to jog your memory and help to keep a mental timeline of the book's events. In the lower portion of the paper, use your ideas to form a song to the tune of Amazing Grace. Be creative and have fun!

Brainstorm:



Create Your Own!

Amazing Grace:

Amazing Grace, how sweet the sound,
That saved a wretch like me.
I once was lost but now am found,
Was blind, but now I see.

"Songs for Our Times - For Teachers (Library of Congress)." *Library of Congress Home*. Library of Congress. Web. 12 Feb. 2012.
<<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/songs/teach.html>>.

Kimura, Morris. "An Idea for Using Songs in the EFL/ESL Classrooms | ESLEmployment." *ESL Jobs, TEFL Jobs, TESOL Jobs at ESLEmployment.com*. ESL Employment, 2012. Web. 13 Feb. 2012. <<http://www.eslemployment.com/articles/an-idea-for-using-songs-in-the-efl-esl-classrooms-399.html>>.

"The Teacher's Guide Children's Songs Page." *Children's Songs*. The Teacher's Guide. Web. 13 Feb. 2012.
<<http://www.theteachersguide.com/ChildrensSongs.htm>>.

Context Clues by Sarah Pouls

What are context clues?

According to Vacca, “using context [clues] involves using information surrounding a difficult word to help reveal its meaning” (267). This means that the author provides the reader with clues to decipher the meaning of difficult words. However, there are different ways to construct context clues and it’s important to know how to find one.

Typographic Clues	Syntactic/Semantic Clues
--Direct explanation of an unknown word -- Uses footnotes, italics, boldface print, definitions in parentheses, pictures, graphs, charts, etc --Students tend to overlook these clues simply because they are so simple; emphasize that these words are important to pay attention to	-- grammatical relationships of words in the sentence/structural arrangement of sentences that help to clarify the meaning of a word --Definitions, synonyms, descriptions, contrast, cause and effect, mood and tone --Requires students to make inferences about a word instead of the answer being “right there”

How do you use them?

Context clues are easy to use once you can recognize the different kinds. There are:

- 1.) *Definitions*— the word is immediately followed by its definition (indicated by a comma, dash, parentheses, or has the “*is called*” phrase)
- 2.) *Examples*— the author provides an example of the word to help figure out the meaning
- 3.) *Repetition*— the author says the same thing multiple times in different ways
- 4.) *In other sentences*— the clue is in the sentences that come before and/or after the sentence with the difficult word
- 5.) *Nonfiction feature*— definitions can be found in captions, sidebars, diagrams, etc. generally found on the same page as the difficult word

Why are context clues important?

Context clues...

- builds students’ confidence
- builds students’ competence in reading
- teaches students how to discover the meaning of difficult vocabulary for themselves while reading

Before	During	After
<ul style="list-style-type: none">•Teachers can point out vocabulary before students read in order to help student anticipate what exactly they should be paying attention to.•Students can use prior knowledge of the subject to help them decipher the vocabulary.	<ul style="list-style-type: none">•Using the actual clues occurs during the reading of the text.•Students will use the strategies listed above to help them decipher the difficult vocabulary.	<ul style="list-style-type: none">•After the text is read, the teacher can create activities using the vocabulary words in order to evaluate how well the context clues helped the students understand the vocabulary.•If there is still confusion, the teacher can go back and explain anything the students don't understand.

Robb, Laura. "Context Clues That Help You Determine the Meaning of a Tough Word." *Reading Strategy Lessons for Science & Social Studies*. New York: Scholastic, 2009. 84. Print.

Vacca, Richard T., Jo Anne L. Vacca, and Maryann E. Mraz. "Vocabulary-Building Strategies." *Content Area Reading: Literacy and Learning across the Curriculum*. Boston: Pearson, 2011. 266-69. Print.

Types of Context Clues

Please cut and paste this chart into your Literacy Strategies Notebook to use as a reference when you need to use context clues. As you read throughout the term, write down examples of these different types of context clues as a reminder to yourself.

Type of Clue	Description	Examples
<i>Definition</i>	--The author provides the meaning of the word immediately after the unknown word	
<i>Synonyms/Repetition</i>	--The author pairs the word along with words that have similar meanings --The author says the same thing multiple times in different ways	
<i>Examples</i>	--The author provides the meaning of a word through providing an example of what it is	
<i>Contrast</i>	--The author gives the meaning of an unknown word by providing the reader with its opposite	
<i>Cause and Effect</i>	--The reader can infer the meaning of a word because the author establishes a cause and effect relationship between the unknown word and a word that is more commonly known	
<i>Mood and Tone</i>	--Through pairing the unknown word with a mood or tone, the reader can infer that the meaning of the word must remain consistent with the mood or tone	
<i>In Other Sentences</i>	--The author puts the clue in the sentences that come before and/or after the sentence with the difficult word	
<i>Nonfiction Features</i>	--The definition can be found in captions, sidebars, diagrams, etc. generally found on the same page as the difficult word	

Discussion Webs by Caitlin Griffin

How to Teach It:

1. Prepare students before the reading by activating prior knowledge, asking questions, and making predictions. Introduce difficult vocabulary and explain the purpose of the reading.
2. Assign the reading and introduce the question for the reading. Instruct students to write reasons for yes or no on the lines. They don't need to fill all the lines but they should try to keep the reasons even.
3. After reading, have students get into pairs to discuss the question, writing down any new reasons they come up with.
4. Have pairs come together in groups of four to discuss the question, writing down any new reasons. Have them determine an answer for their group, picking one student to explain their answer to the class.
5. After all groups have shared their conclusions, open up the discussion to the entire class, monitoring students' discussion skills.
6. After the discussion, have students write their own conclusion at the bottom of the web.

When to Use It:

- as a prereading activity to draw on prior knowledge
- a prewriting activity to organize thoughts and ideas
- a postreading strategy to evaluate new information
- to help organize ideas while reading

Why Use It:

- It incorporates listening, speaking, reading and writing.
- Students practice evaluating information, the highest level of Bloom's Taxonomy
- It serves as a scaffold for discussions
- It teaches students to look for other perspectives while reading
- It allows every student to be involved in discussions which also creates accountability

What Material:

- Narratives
- Story problems
- Movies
- Experiments

Sources: Vacca, Richard T., Jo Anne L. Vacca, Maryann Mraz. *Content Area Reading: Literacy and Learning Across the Curriculum*. Boston: Pearson, 2011. Print.

Billmeyer, Rachel, Ph.D., and Mary Lee Barton, M.Ed. *Teaching Reading in the Content Areas: If Not Me, Then Who?*. Aurora: McREL, 1998. Print.

Name: _____ Period: _____ Date: _____

Discussion Web

Directions: Write the discussion question I give you in the center box. In the box below it, write your conclusion. On the left side, write reasons why the answer would be no, on the right, why it would be yes. You should try to have an equal number of yes' and no's, but you don't have to fill all of the lines.

_____	Reasons	_____
_____		_____
_____		_____
_____	Question:	_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
NO		YES

Conclusion:

Adapted from: Billmeyer, Rachel, Ph.D., and Mary Lee Barton, M.Ed. *Teaching Reading in the Content Areas: If Not Me, Then Who?*. Aurora: McREL, 1998. Print.

Exclusion Brainstorming by Casey Komel

When to use Exclusion Brainstorming strategy:

1. It is best to introduce the strategy before reading to give students a glimpse of the content that they will be reading
2. Exclusion Brainstorming can also be used after reading for students to reflect on what they learned in their reading.
 - a. This gives them the opportunity to change their classification of any of the words in the categories

What Exclusion Brainstorming is used for:

1. It is used to synthesize the students' prior knowledge
2. It also helps them think critically about the text they are reading
3. It gives students an alternative way to learn the vocabulary that is connected to the material they are reading

Benefits of Exclusion Brainstorming:

1. Provides students with the opportunity to play "detective" to discover the meaning of words
2. Encourages students to be engaged with the text to discover the meaning of words
3. Promotes curiosity for students while reading

Using Exclusion Brainstorming

1. Identify a list of words that students will be able to connect with the text
2. For each word in the list, provide a secondary list of words that both are related to the word and are unrelated to the word
3. Read the list of words with the students
4. Have the students either (a) individually; (b) in partners; or (c) as a class classify which words in each secondary list are and are not related to the word
5. Students discuss why they classified the words as they did (**MOST IMPORTANT STEP**)
6. Have students read the text
7. Have students go back to their classifications and change anything they feel is incorrect after reading
8. Be sure each student has the correct classification so that they are not learning the wrong meaning of the word
9. Use any method of classification; some examples are:
 - i. Circle related words and cross out unrelated words
 - ii. Underline related words and circle unrelated words

<http://education.wm.edu/centers/ttac/documents/ict/reading/exclusionbrainstorming.pdf>

<http://www.fcps.edu/RockyRunMS/techbinder/Binder%20Materials%20Original/Reading/Strategies/exclusion%20brainstorming.pdf>

Exclusion Brainstorming

Name: _____ Period: _____ Date: _____

Directions: Before reading the text, view the list of words below. Circle all of the words related to each individual word and cross out the words that do not belong. After reading the text (pages 124-131) come back to these words and make any changes you need to.

Word	Related/Unrelated Words
Seismic Waves	Earthquakes, inner, measure, thunder, direct
Crust	Outer, thick, beginning, visible
Core	Parts, solid, liquid, low pressure, magnetic field
Mantle	Solid, lithosphere, asthenosphere, stone, weak
Pressure	Increases with depth, force, weight, lowest at the surface of water

What is an EAG?

- Typically starts with a regular anticipation guide
- Adds on a “part 2” where students respond to their initial opinions after reading
- A carefully chosen set of questions that are answered before and during/after reading
- A structured way for students to uncover their assumptions

Why use an EAG?

- A way to assess students’ prior knowledge
- Motivates and interests students by posing interesting questions
- Facilitates meaningful interaction between the text and the reader
- Helps with text comprehension because students are interacting with the text
- Helps students relate the text to their lives

How to use an EAG?

- Choose topics/themes you want students to understand
- Create statements for students to respond to that involve the themes/topics you want them to understand
- Before they read, have students identify their opinions on the statements
- Have students explain their opinions
- As they are reading, have students find evidence for or against their opinions
- Discuss how students’ opinions either changed or stayed the same after reading

When to use an EAG?

BEFORE

- Activates prior knowledge
- Pre-test
- Identifies misconceptions/assumptions
- Helps students make predictions
- Activates thought and interest in the text

AFTER

- Students can evaluate how and *why* their opinions changed or stayed the same
- Guide for discussion
- Guide for paper

DURING

- Facilitates meaningful and personal interaction between the student and the text
- Guides students through the important themes
- Helps students comprehend the text more effectively
- Focuses students’ reading

Additional resources:

Content Area Reading by Vacca, Richard T., Jo Anne L. Vacca, and Maryann Mraz.

Teaching Reading in Science by Borton, Mary Lee. ASCD 2001.

Modified Anticipation Guide by Merkley, Donna J. Found on *Professional Development Collection* database

Name: _____ Period: _____ Date: _____

Extended Anticipation Guide

The Adventures of Huckleberry Finn by Mark Twain

Part 1:

Directions: Before we read *The Adventures of Huckleberry Finn* by Mark Twain, read each statement below. If you agree with the statement, put a check mark on the line in the "Agree" column. If you disagree with the statement, put a check mark on the line in the "Disagree" column. Be prepared to explain why you agree or disagree with each statement.

Agree	Disagree	
_____	_____	1. People who are not formally educated are dumb.
_____	_____	2. It is acceptable to steal if you are in a life and death situation.
_____	_____	3. Society decides what is moral and what is immoral.
_____	_____	4. Race matters when it comes to freedom, equality, justice, and social class.
_____	_____	5. There are certain occasions when running away from your problems is the best answer.
_____	_____	6. Only your biological father can be your real father.
_____	_____	7. You must <i>always</i> live your life by society's expectations.
_____	_____	8. You must <i>always</i> live your life by your family's expectations.

Part 2:

Directions: As we read *The Adventures of Huckleberry Finn* by Mark Twain, we will encounter the themes presented in these 8 statements. If the text and plot support your choice, put a check mark on the line in the "Yes" column. Then, on the line under the column "Why is my choice correct?" put evidence from the plot that supports your opinion. If the text and plot do not support your choice, put a check mark on the line in the "No" column. Then, write the evidence from the text that shows your opinion is not correct.

Yes	No	Why is my choice correct?	Why is my choice incorrect?
_____	_____	1. _____	_____
_____	_____	2. _____	_____
_____	_____	3. _____	_____
_____	_____	4. _____	_____
_____	_____	5. _____	_____
_____	_____	6. _____	_____
_____	_____	7. _____	_____
_____	_____	8. _____	_____

How to Write and Read Tests by Steven Rogers

What should we do/think about when creating our tests?

- We need to make sure the directions and the tests themselves are easily readable for the students.
- That means make sure the tests are focused on the class concepts, attainable by the audience/reader, vocabulary/language needs to be clear, and grammar always has to be considered precise.
- Note-“Vocabulary has to be relevant and understandable to the audience”
- The tests should have concepts that were taught in class-“No huge surprises”
- Make the tests show what the students actually know and make it relevant to the course

What kinds of strategies could we use to help our students before they take exams?

- Teach the tests vocabulary during their lessons and make it apart of the curriculum
- Annotating the directions once they get the exam
 1. Teach them to look for the verbs in the directions-“That’s what they actually do”
 2. Ask themselves questions like- What is this question asking? What is this asking me to do? Are there multiple parts to the section or the test itself?
 3. Give them some freedom though but make sure they think about these ideas
- Have them read the directions to themselves before the take the test
- You should read the directions allowed to the class and clarify anything questions the students may have. Be explicit and clear about what you want from the students and make sure they know
- The CUCC Strategy- Circle-Underline-Count-Check off “Another form of annotating directions.
- Pg. 149-150 has test taking suggestions that will help the students think about the questions as well

Why should we do all these strategies to help our students and what do they actually provide them?

- Students will be able to analyze words and decipher their meanings
- Allows the students to organize test information constructively and creatively
- Can access prior knowledge of the course before they illustrate to us how much they know
- Students will make connections between questions and material, form logical conclusions about concepts they were taught.
- Help the students convey how much they have learned in the class -Goal of the exams themselves
- Their reading comprehension will be increased and that will help them recall information if they get stuck during the tests. Also their listening and receptive skills will improve and the connections between reading and listening while someone else reads will increase.
- Distinguish between important text and irrelevant text.
- Formulate questions to help clarify what they would like to know about the exams

When should we these strategies?

- **Before**- This gives the students a chance to formulate ideas and critically think about what their assignments are going to ask them to do. Very effective if used before students start activities.
- **During**- These strategies allow students to make connections between classroom content on the fly. The ability to recognize connections during activities can be made possible using these ideas.
- **After**-The students could reflect on the activity they have done. They could answer questions they had prior to them starting.

Reading Tests Properly Helps Our Learning Experiences

Directions: How many of you have ever done poorly on an exam? What was the reason? How many of you have ever lost points on a test because you misread, did not read, or didn't follow directions on an exam properly? These questions are all related and I am here to tell you that these problems can be avoided if we take the proper steps to resolve them. Reading exams is a huge part of a student's learning experience and students need to realize that having this type of skill is very beneficial to them as learners. I think it is clear that following directions is a big part of taking exams. There are others but right now let's just think about following directions. On the lines below I want you to write down some strategies that students can do to help them follow directions better. Feel free to list ones you do yourself. Once you have a few we will discuss them as a class.

Why are using these strategies/ideas important?

1. Doing these types of strategies you will help yourself become a better reader. By reading the directions and analyzing what they are asking, you will be improving your reading comprehension skills.
2. Deciphering between important and unimportant sections of the text is also a perk of reading and annotating the directions. This helps us discover the true goal of the exam and the questions.
3. This also a nice way for you to recognize important vocabulary on the test and in the course itself. Hopefully you then can access your prior knowledge of the material and finding these connections is great when you're a test taking.
4. This is a great way for you to show the teacher all that you know about the subject. You do not want to lose points because you forgot to do something or you did not read carefully. The goal of an exam is to test the student's knowledge of a subject and that kind of focus needs to be recognized by the students.

What is the IEPC strategy used for?

This **before, during, and after** literacy strategy assists students in using their prior knowledge and past experiences regarding a topic to gradually make predictions by pre-reading, reading, and post-reading. By participating in a four-step literacy strategy, students are immersed into a literacy experience to activate their imagination, elaboration, prediction, and confirmation of a topic, passage, or text.

When should the IEPC strategy be used?

This strategy should be used in an entire classroom setting as you, the teacher, guides, focuses, and directs student's comments to draw individual and class conclusions on experiences and knowledge on a topic, passage, or text. This strategy can be used as an activity to introduce a topic, apply students' prior knowledge, and allow students to expand on their knowledge of a topic.

What students would benefit from the IEPC strategy?

Regardless of content area or age level, students from kindergarten to middle school to high school can effectively use this strategy to make predictions. This strategy is a good way to guide the predictive process through the use of a tangible, visual framework for students and teachers to use throughout the topic, passage, or text.

Why is the IEPC strategy used?

The IEPC strategy is used to motivate students' interest in reading while also enhancing students' ability to comprehend passages and write descriptively.

What learning objectives does the IEPC strategy reach?

Regardless of content area, the IEPC strategy is an activity that aids in students visual (Imagine), verbal (Elaborate), prediction skills (Predict), and confirming or modifying predictions skills (Confirm). Collectively, the IEPC strategy allows students to work on their critical thinking skills while participating in this anticipatory activity in a large group setting.

How to use the IEPC strategy:

1. Select a passage
2. Distribute the IEPC chart/ask students to fold a piece of paper horizontally into four columns with the IEPC labels
3. **Imagine:** have students imagine the scene with their eyes closed as the teacher reads the passage aloud
Think of: feelings, sights, smells, tastes, scenes, characters, events or objects that are associated with the passage then record the images with words or pictures in the Imagine column
4. **Elaborate:** have students consider their initial responses and give additional details associate with the scene after explaining to a partner the Images that came to mind
What did you learn from talking to your classmate?
What had you forgotten that you remembered when talking to your classmates?
What textual connections can you make?
5. **Predict:** have students use the information from the I and E columns to make predictions
What will the rest of the book/chapter be about?
How do you think the author will convey his/her message?
6. Read the rest of the text independently or aloud
7. **Confirm:** have students refer to their predictions and answer:
Were you able to confirm your predictions? Give evidence from the text.
Did you have to modify any predictions based on what you learned from the text? If so, how and why?

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Directions: While reading a passage, you will be introduced to a topic that may or may not be familiar to you. You will first close your eyes and imagine any feelings, sights, smells, tastes, scenes, characters, and events and draw or write down your thoughts in the Imagine column. After sharing with a partner your initial thoughts related to the passage, use the Elaborate column to expand with details your initial Images and any parts of your discussion with your partner. You will each then make individual predictions using the Predict column related to possible outcomes or purposes of the passage. Finally, we will finish reading the passage and you will use the Confirm column to verify or modify any of your predictions.

Imagine	Elaborate	Predict	Confirm

Once you see words you don't know, you can include them in your language collection!

What are they?

A way for students to collect vocabulary words in order to help them understand the content and improve their writing.

Language Collections help students...

- "collect words significant to the content and/or unit of study,
- note the word's meaning and context,
- create a memory tool for remembering the word's use,
- apply the word in other reading and writing." (Allen, 2008)

More Information:

More Tools for Teaching Content Literacy, by Janet Allen, 2008.

"E-Word Wall: An Interactive Vocabulary Instruction Tool for Students with Learning Disabilities and Autism Spectrum Disorders," by Drue E. Narkon, Jenny C. Wells, and Lillian S. Segal.

"The effect of keeping vocabulary notebooks on vocabulary acquisition," by JoDee Walters and Neval Bozkurt.

...understand and use vocabulary!

With language collections, students are more likely to remember the vocabulary and use it in their own speech and writing. These can be very effective to help foreign language students, but can also be used for any student studying content area vocabulary.

What does a Language Collection look like?

Anything that collects vocabulary or "words to know" in a succinct way for students to reference, either on their own or as a class. Collections can be in the form of...

- academic vocabulary notebooks
- vocabulary journals
- graphic organizers
- A-Z/category charts
- portable or permanent word walls
- electronic collections

What does each entry include?

Most entries have...

1. The vocabulary word
2. The context it is in
3. A definition in the context
4. A visual reminder
5. An example of how the word is used in the context

Example: Utterance

-Context: "I gave utterance to a threat."

-Definition: word or words spoken aloud

-Example: Poe's character gave utterance to another man, threatening him.

This is an utterance!

Before, During, or After?

Students' retention of vocabulary can be very effective if they choose the words themselves. Students can collect vocabulary words **during** reading and then review the entries in their language collection later on, **after** reading.

Cool Idea!

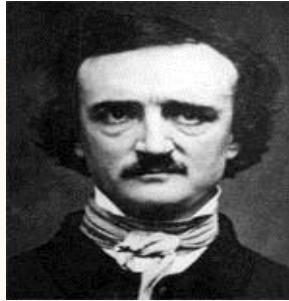
Create an "E-Word Wall"

- a computerized word list, organized from A-Z
- Students can choose from a variety of pictures online for their visuals
- Students can look up definitions online easily
- Can provide auditory pronunciations of the vocabulary words and sentence examples
- Can be individualized for each student
- Does not take up valuable physical classroom space
- Can be accessed anywhere with a computer
- Can be created in PowerPoint
- Works well for students with IEPs or struggling learners

Language Collection

Edgar Allen Poe's "The Cask of Amontillado"

Directions: Read through the following excerpt from Poe's "The Cask of Amontillado." Highlight or mark any word that you do not understand or have difficulty with.



The thousand injuries of Fortunato I had borne as I best could, but when he ventured upon insult, I vowed revenge. You, who so well know the nature of my soul, will not suppose, however, that I gave utterance to a threat. At length I would be avenged; this was a point definitely settled--but the very definitiveness with which it was resolved, precluded the idea of risk. I must not only punish, but punish with impunity. A wrong is unredressed when retribution overtakes its redresser. It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong.

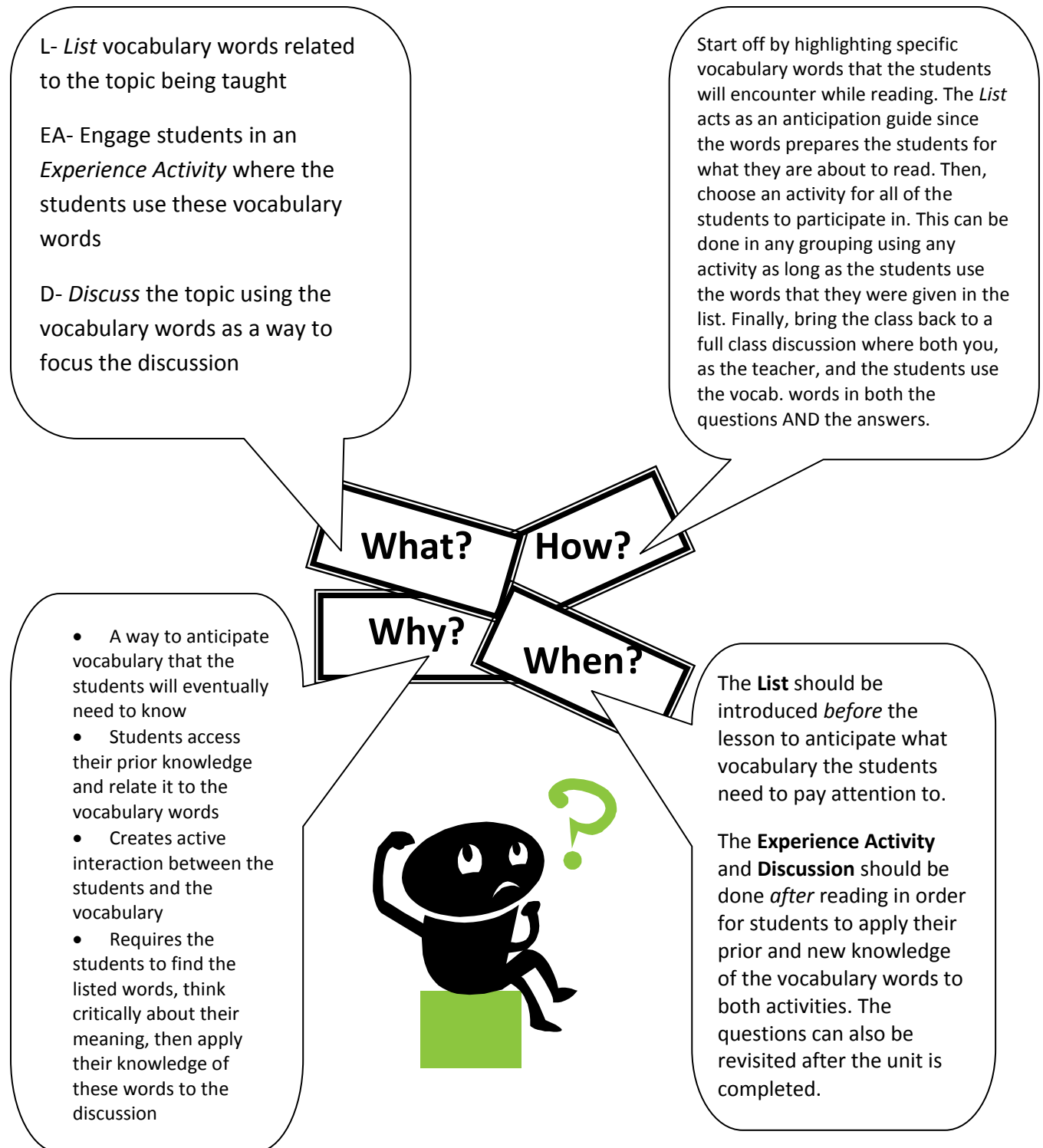
It must be understood that neither by word nor deed had I given Fortunato cause to doubt my good will. I continued, as was my wont, to smile in his face, and he did not perceive that my smile now was at the thought of his immolation.

He had a weak point--this Fortunato--although in other regards he was a man to be respected and even feared. He prided himself on his connoisseurship in wine. Few Italians have the true virtuoso spirit. For the most part their enthusiasm is adopted to suit the time and opportunity-- to practise imposture upon the British and Austrian millionaires. In painting and gemmary, Fortunato, like his countrymen, was a quack-- but in the matter of old wines he was sincere. In this respect I did not differ from him materially: I was skillful in the Italian vintages myself, and bought largely whenever I could.

It was about dusk, one evening during the supreme madness of the carnival season, that I encountered my friend. He accosted me with excessive warmth, for he had been drinking much. The man wore motley. He had on a tight-fitting parti-striped dress, and his head was surmounted by the conical cap and bells. I was so pleased to see him, that I thought I should never have done wringing his hand.

What words confused you? What words did you not know? Let's add them to our language collection!

LEAD Strategy by Sarah Pouls



Source: Allen, Janet. "LEAD." *Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12*. Portland, Me.: Stenhouse, 2007. 63-68. Print.

LEAD Strategy

Experience-Based Vocabulary Instruction

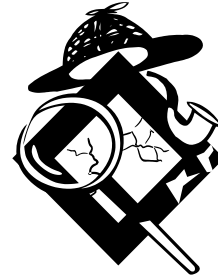
L= Listing

EA- Experience Activity

D= Discussion

List: mystery
gravity
depravity

observation
confidant



Experience Activity: Watch the video clip, *Sherlock Holmes- Official Movie Trailer 2009*.

After you watch the video, have a discussion at your tables about what you know and what you have learned about Sherlock Holmes using the vocabulary words provided in the list.

Discussion: Now that we have read a short Sherlock Holmes story, *The Case of the Speckled Band*, and seen this video clip, let's connect what the two have in common as well as how they differ. Is the gravity of each mystery as prominent in the short story as in the movie? Why do you think this is? Which form emphasizes Sherlock Holmes' depravity and why?

Making Predictions by Caitlin Griffin

Purposes:

1. Introduce them to the main ideas or concepts in the text or activity. What do you want them to focus on? What should they be looking for?
2. Recall students' prior knowledge. What do students already know about the text or concept? Where did they learn it?
3. Build students' curiosity. Thinking about what might happen will make them wonder if they were right.

Process:

1. Decide first what you want students to learn from the text specifically.
2. Think about how this information will probably interact with your students' prior knowledge.
3. Teach students what to look for while reading the text. For example the title of our text was "The Terrible Old Man." From that title you can expect the story to feature a terrible old man.
4. Model for the students how to use this strategy while you read. Use a sample text and think aloud while you make predictions.
5. Discuss why you want your students to make predictions
6. Discuss predictions before and after reading the text, including why the students made the predictions they did and why they were right or wrong.

Methods:

1. Predict-O-Gram: Use keywords from your text and have students speculate what they think they might mean and how they will be used.
2. Story Impression: Have students use a list of words from the text to write a story to predict what they think the words mean before they read the actual text.
3. Here and Now: Ask students to free-write for a couple of minutes about an aspect of the concept you're going to teach that most appeals to them.
4. Anticipation Guide: Take main ideas from a text and make them into statements students must respond to before and after reading the text.

Anticipation Guide Tips:

1. Make sure your statements aren't too simple and actually challenge them to think about what they know before they read.
2. Make sure your statements can be evaluated without first having read the text.
3. Make sure students are actually thinking about why they chose the answers they did, by asking them to either write them down or discuss them with other students.
4. Let students know before they read the text that they will be re-evaluation their predictions afterward, so they know what they need to look for in the text.

Sources:

Allen, Janet. Tools for Teaching Content Literacy. Portland: Stenhouse, 2004. Print.

Billmeyer, Rachel, Ph.D., and Mary Lee Barton, M.Ed. Teaching Reading in the Content Areas: If Not Me, Then Who?. Aurora: McREL, 1998. Print.

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“The Terrible Old Man” Anticipation Guide

Directions: Before you read the text, read each statement and mark each one either true or false on the left. Read the text. Afterward, mark whether you think each statement is true or false on the right.

T/F

T/F

- | | |
|--|-------|
| _____ 1. Horror, as a genre, includes a lot of action. | _____ |
| _____ 2. Horror must contain lots of gore. | _____ |
| _____ 3. Many people die in horror stories. | _____ |
| _____ 4. Horror stories are suspenseful. | _____ |
| _____ 5. Everything is explained at the end of horror stories. | _____ |
| _____ 6. No one knows who the villain is until the end. | _____ |
| _____ 7. The villain always has a good reason for committing his/her crimes. | _____ |

Directions: After reading the story, use the space below to describe how your answers changed or not and why.

What is Mapping?

- Mapping is a form of graphic organizer.
- It creates a visual representation of the relationship between terms, concepts, vocabulary, or whatever else you choose to put on the map.
- The core idea is placed in the center or top, and supplementary ideas branch out from it.

How to use Mapping

- Start with identifying the main topic. This should be at either the top or center of your diagram.
- Next identify sub-topics or supporting main ideas. These should be located directly underneath or out from the center of your main topic.
- Continue downward or outward with supporting details until you have identified all relevant information.
- Model how to use the map
- For Mapping As Notetaking, give the students the liberty of creating their map how they want, but make sure they label groupings to keep notes organized. Also, always have them come with a definition for the central topic they choose.
- Use to keep well organized notes
- Good tool for review

Why use Mapping as Note Taking?

- It is a good visual aid for vocabulary and concepts.
- It helps illustrate connections between students knowledge.
- It makes students generate those connections, thus strengthening their retention of the information.
- Help promote creativity and higher level thinking while making connections.
- Good for keeping well organized notes so they can easily be reviewed later.
- Should be used after introducing Concept Definition Mapping strategy. This is like an extension of that. *see Concept Definition Mapping, very similar, but some differences*

When to use Mapping

- **BEFORE:** Give students the main topic before they begin so they can get thinking about the subject/concept/vocab/etc.
- **DURING:** Guides student's reading. Helps students keep a keen eye for things from the text related to the main topic. Helps students see or generate connections.
- **AFTER:** Gives the students visual representation of what they've read and noted. Good for reviewing and

Additional Resources:

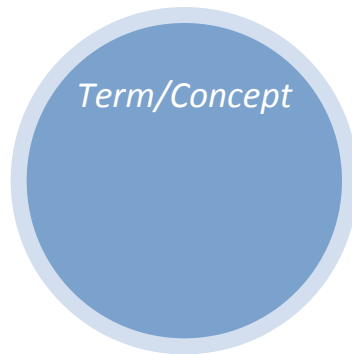
<http://www.cogniview.com/convert-pdf-to-excel/post/using-mind-maps-for-creativity-note-taking-and-productivity/>

Teaching Reading in Science by Mary Lee Burton ASCD 2001

Name: _____ Period: _____ Date: _____

Mapping as Notetaking

Directions: Skim through the passage briefly. Select a concept or term that interest you and you want to explore. Place the term or concept in the center circle. From there map out from the center making any connections you would like to the topic. Make sure to label each grouping of connections to keep the notes organized. Also, do not forget to include a mapping to a definition. Things to keep in mind when mapping: what is it? What categories does it fit into? What can it be compared contrasted to? What is it like? What are its essential characteristics? What are some examples? I've given you a start circle. How you map the rest is up to you.



What is a microtheme?

- A “mini-essay” that most often fits on a 5x8 note card or is approximately 8-10 sentences
- Substantial critical and elaborative thinking followed by a small amount of writing
- Brief yet thoughtful- not just free writing!
- Often followed by discussion
- “Learning through writing” activity
- Can be: an opinion on a meaningful topic, a compare-contrast-analyze activity, a summary, a thoughtful review of material
- Students can use it to put key ideas from a reading, demonstration, discussion, experiment, lab, etc in their own words
- Students can also use it to support a thesis, pose questions, work with data, etc

Why use a microtheme?

- Writing helps students learn, remember, and retain more information
- Helps students apply course topics
- Elicits in-depth thinking on one topic
- Helps students come to class prepared
- Promotes a dialogue between teacher and student
- Improves quality of writing- careful thought and precise word selection
- According to a study, students prefer these to traditional writing assignments
- Students can use the note cards as review for upcoming test
- Easy and less time-consuming to grade but also an easy way to check for student understanding

How to use a microtheme?

- Give students a topic or some type of direction or topic for them to think critically about so it's not just free writing
- Stress the brevity
- Can be graded summatively
- Can be graded formatively
- Use for test review

- BEFORE**
- Activates prior knowledge
 - Pre-test

- AFTER**
- Test review
 - Lesson review- students can give their opinions on the lesson

- DURING**
- Form their opinions on the lesson backed by evidence
 - Helps them retain information
 - Elicits deep thinking about the content
 - Ask questions about the content and describe why there is confusion
 - Dialogue between teacher and student

Additional resources:

Content Area Reading by Vacca, Richard T., Jo Anne L. Vacca, and Maryann Mraz.

“KISSing in the Classroom: Simple Writing Strategies That Work” by Stephen Kneeshaw

“Enhanced Learning and Retention Through ‘Writing to Learn’ by Stewart, Tracie L., Myers, Ashley C., Culley, Marci

“Writing to Learn Across the Curriculum: Tools for Comprehension in Content Area Classes” by Knipper, Kathy J.; Duggan, Timothy J..

“Improving Student Writing. Paper Idea No. 25” by Smit, David W.

*All articles from ERIC

Microtheme Strategy

Directions: First, read the following example of a microtheme written *about* microthemes:

“Microthemes have been quite helpful and in some respects enjoyable. They have helped me (though sometimes it doesn't show) to organize and condense my thoughts, views, and reading better. Though this can sometimes be frustrating when faced with tons of data, working through that frustration and getting it all (or most) on this little itty bitty card (and only one side too!) is quite rewarding! (Especially when you are happy with them!) They also serve as good reference cards-the information is there in clear, concise form with little or no unnecessary words, thoughts, or phrases.”¹

Second, on the notecard below, write your very own microtheme on the following topic:

How did fairytales affect your life as a child?

If fairytales did not affect your childhood, write about why they did **not**.

¹ Microtheme example written by an actual student- found in “KISSing in the Classroom: Simple Writing Strategies That Work” by Stephen Kneeshaw.

What is P-M-I?

- This stands for pluses, minuses, and interesting. These are sections on a sheet or chart and each represents something different. Anything the students feel are positive ideas to the statement would fall in that category, the same goes for negative, but the ideas that they feel do not quite fit into either the positive sections or negative sections would fall under the interesting category.
- This is an analytical strategy used by teachers in classrooms that get their students thinking about topics in multiple perspectives.
- This strategy makes students logically discover correct solutions to problems or it makes them decide what the best possible answers may be to particular questions.

How do we use/implement this strategy in our classrooms?

- To use this strategy the students need to create a chart that has each of these three sections on it and there must be space for them to write in as well. If we want to create a worksheet for the students that has a chart already made for them, then that is ok too.
- Generally teachers will give their students a problem or statement to consider. This statement should be related to the content the students are studying because we want them to use what they have learned as evidence and support for their answers and decisions.
- These statements typically have multiple points of view and many things that factor into the statements outcome or that would result due to the statements action. We want the students to have to think about the statements and they should not be just simple answers or obvious answers.
- This worksheet is generally used as a summarization activity or an analysis activity. Teachers should use this when they want to challenge the students and make them logically assess' ideas.

Why should we use this strategy?

- This strategy makes students think critically about a topic or subject area. The students are asked to analyze an idea from multiple points of view and they get a chance to understand topics from different perspectives. The students are given a chance to summarize the material they are working with and by doing that they are provided an opportunity to reflect on what they have learned in their classes. The students need to make connections between the questions and the subject area. This strategy also helps the students access their prior knowledge because they have to think about ideas they already learned that relate to the statements or questions. They get to distinguish between important and unimportant ideas as well as positive and negative ideas. The students get to relate the material on their own personally level because they are interpreting the questions however they like.

When could we use this strategy?

- **Before**- This gives the students a chance to formulate ideas and critically think about what they are going to be studying in their subjects. This could be used as a hook to start a new unit and the students could demonstrate their prior knowledge of a subject.
- **During**- This strategy allows students to make connections between classroom content on the fly. They could use this to discover ideas related to the questions as they progress and they could develop a deeper meaning and opinion on the subject. This also can be used as a lesson progresses because the students can write new ideas and thoughts down as they think of them when a teacher explains or introduces new ideas to the class.
- **After**-The students can use the ideas they formulated to reflect on the material and develop a thesis or answer to the questions presented. This also could be used by the students to lead a discussion after all of them have read, learned, and formulated the ideas on their worksheets.

Name: _____ Period: _____ Date: _____

PMI: What Do You Think

Directions: Read the statement at the top of the chart. Now complete the chart as you feel necessary using the idea presented in the statement. This is a results analysis. Whatever you think will be a positive result of this idea happening, put it under the Pluses section. The same goes for the negative. In the interesting section put whatever you feel necessary or ideas that you think could be both positive and negative. At the bottom of the page in the conclusions section, state whether or not you feel this statement is smart and whether or not you feel we should do it and why.

Statement: All students should take calculus their senior year of high school?		
P "Pluses"	M "Minuses"	I "Interesting"
Conclusions		

When to use the QtA strategy:

1. Students can use the QtA strategy during and after reading the text.
 - a. The students will recall on their prior knowledge to evaluate the author's writing while reading the text.
 - b. After reading, the students are challenged to critique the author's writing.
2. QtA can be used individually, in small groups, or as a class
3. This strategy is generally used with non-fiction material.

What QtA is used for:

1. Investigating and researching the author's meanings of a passage.
2. Increasing student engagement, interaction, analysis, and exploration of the text.
3. Solidifies students understanding of material
4. Discussing/interpreting difficult text
5. Exploring understanding of a topic
6. Explain understanding of topic to others
7. Self-evaluate what students know or don't know about a topic

Benefits of QtA:

4. Teaches students to create questions of the author's meaning (to critique)
5. Gives students an opportunity to relate prior knowledge to the current material
6. Builds understanding of the material through the increased interaction of the text

Using QtA

2. Select a passage that is interesting and can create conversation
3. Develop appropriate stopping points in the text
4. Create questions for the students for the stopping points
 1. What is the author saying?
 2. Why is the author giving this information?
 3. What could the author state more clearly?
 4. How would you say it differently?
5. Provide a short passage for the students to read and interact with
 1. Also choose one or two initial queries ahead of time
 6. Model for the students how to think through the questions
 7. Have students work through the material
 8. Reconvene as a class or in small groups to debrief
 9. As the teacher, you are a facilitator, not participator
1. When students have unanswered questions, try stating it in a different way, or asking another student to give their interpretation of the answer.

McKeown, Beck, and Worthy. "ReadingQuest Strategies | Questioning the Author." *ReadingQuest / Reading Strategies for Social Studies*. 11 Nov. 2007. Web. 29 Nov. 2011.
<<http://www.readingquest.org/strat/qta.html>>.

"Question the Author | Classroom Strategies | Reading Rockets." *Reading Comprehension & Language Arts Teaching Strategies for Kids / Reading Rockets*. Web. 29 Nov. 2011.
<http://www.readingrockets.org/strategies/question_the_author/>.

Question the Author (QtA)

Name: _____ **Period:** _____ **Date:** _____

Directions: Read the passage from the text and while you are reading, be thinking about the following questions. After reading the text, answer the questions in the space provided.

1. What is the author trying to tell you?
2. Why is the author telling you that?
3. How could the author have said things more clearly?
4. What would you say instead?

RAFT by Sarah Ebener

RAFT Writing Strategy—What am I supposed to write, anyway?!

Why the traditional writing prompt didn't work so well:

- The topic was one-dimensional.
- You don't know why you are writing it.
- You don't know how much to write.
- You don't know what perspective from which to write.
- You don't have much direction for the topic.

It begs the question...

What is the rhetorical context?

R: What is the writer's *role*?

A: Who is the writer's
audience?

F: What is the *form* of the
writing?

T: What is the writer's *topic*?



Role: Who are you as the writer? *Cinderella? The Narrator? A random high school student?*

Audience: To whom are you writing?
The Stepsisters? The dead father? The Prince?

Form: What will the form of your writing look like?
A letter? A royal decree? An advertisement?

Topic: What are you writing about? *The Stepmother's beauty? Her rudeness? Her maternal responsibility?*

Why the RAFT writing prompt is more effective:

- provides a context for thinking
- gives students the opportunity to connect prior and new knowledge
- a good alternative to both boring essays and creative writing
- fosters personal engagement in informational writing for students
- offers students directed choices
- flexible for topics, skill levels, grade levels, content areas, etc.
- encourages students to write from and for different perspectives
- offers students practice with a variety of writing forms
- students can bring together main ideas, organization, elaboration, coherence—typical criteria for grading written compositions
- encourages students to think both creatively and critically

When should I use RAFT? Why?

Using this strategy before reading can help introduce information to the students, encourage them to brainstorm, and offer them a chance to connect their current and prior knowledge!	This strategy can be used during reading to help with writing prompts, discussion starters, formative assessments, critical thinking while reading, and much more!	Teachers can implement this strategy after reading by having students use it for papers, projects, discussions, and other concluding activities!
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Additional sources:

Content Area Reading by Vacca, Richard T., Jo Anne L. Vacca, and Maryann Mraz.

"Instructional Strategies Online," by Saskatoon Public Schools.

"Readint Rockets," by WETA, Washington D.C.

"Becoming Environmentally Literate Citizens," by Groenke, Susan L. and Randall Puckett, *Science Teacher Magazine*.

Name: _____ Period: _____ Date: _____

***Cinderella* Writing Prompt**

Directions: Write about Cinderella's Stepmother.

RAFT *Cinderella* Writing Prompt

Directions: In order to conjecture about the character of the Stepmother in *Cinderella*, pretend that you are the Stepmother writing in your diary. Write a paragraph (a diary entry for your character's eyes only) about how you feel about Cinderella.

Repeated Reading by Colleen Blair

Before Reading: Choose a passage of text that is the appropriate length and difficulty for the students. Choose three different types of underlining or three different colors of highlighters for the students

First Reading

•**First Reading.** Let students read the passage over just once and instruct them to underline any words or phrases that they had trouble on or do not fully understand. The students should use the first style of underlining or the first color of highlighter. Ask the students to rate their understanding on a scale of 1-10 somewhere on the page.

Second Reading

•**Second Reading.** Have the students read the passage again and instruct them to use the second style of underlining or the second color of highlighter for phrases or words that trip them up this time. There be a lot of overlap in the underlining/highlighting, but you should notice the students using fewer marks. Ask the students to rate their understanding again on a scale of 1-10. This number should hopefully go up.

Third Reading

•**Third Reading.** The students should read the passage yet again and use the third style of underlining or third color of highlighter. Ask the students again to rate their understanding on a scale of 1-10. Again, this number should hopefully go up.

Question. After the third reading, ask students to think of one question that they may still have after reading the passage three times. The students may chat about their questions in small groups and attempt to answer them together.

After Reading: Allow the class as a whole to discuss their experience and share the questions that they created/their answers to those questions. Discuss how the underlining/highlighting changed and how their understanding number changed.

Different ways of using Repeated Reading

Instructional Settings- Read independently and rate self. Read aloud and rate self. Read aloud to a partner/instructor. Read aloud to a group/class.

Purpose- Students can be asked to look for understanding of a specific concept. If the teacher repeatedly reads the passage aloud, the exercise can be used to gauge student understanding through listening. Students can read the passage aloud and also keep track of verbal mistakes for reading fluency. Students can be timed to monitor speed improvement

Materials- Different types of texts can be used depending on the content and purpose: narratives, expository, poem, song.

Why Read Repeatedly?

- Helps to improve understanding. Students focus on their comprehension and are more aware of what they do not understand instead of just skipping over it.
- Helps to improve fluency. With each read, students read the passage more easily since they become more comfortable with the words and the concepts.
- Helps to boost confidence. Shows students that if they do not understand something fully the first time, they can reread it and their understanding score will rise.

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Heinemann, 2000. Print

Han, ZhaoHong, and Cheng-ling Alice Chen. "Repeated-reading-based Instructional Strategy and Vocabulary." Columbia University, Oct. 2010. Web.

Hudson, Roxanne. "Using Repeated Reading and Readers Theater to Increase Fluency."

[Http://sde.state.ok.us/Curriculum/CurriculumDiv/Reading/pdf/hudson_using_repeated_reading_to_increase_fluency.pdf](http://sde.state.ok.us/Curriculum/CurriculumDiv/Reading/pdf/hudson_using_repeated_reading_to_increase_fluency.pdf). Florida Center for Reading Research, 2006. Web.

Repeated Reading

THE PASSIONS OF THE SOUL
THE FIRST PART
OF PASSIONS IN GENERAL:
and occasionally of the universal nature of man.
Descartes

The First Article

That what is passion in regard of the subject, is always action in some other respect.

There is nothing more clearly evinces the learning which we receive from the Ancients to be defective, than what they have written concerning the passions. For although it be a matter the understanding whereof has even been hunted after; and that it seems to be none of the hardest, because every one feeling them in himself, need not borrow foreign observations to discover their nature. Yet what the Ancients have taught concerning them, is so little, and for the most part so little credible that I cannot hope to draw nigh truth, but by keeping aloof off from those roads which they followed. Wherefore I shall here be forced to write in such a sort, as if I treated of a matter never before handled. And first of all I consider that all which is done, or happens anew, is by the philosophers called generally a passion in relation to the subject on whom it befalls, and an action in respect of that which causes it. So that although the agent and patient be things often differing, action and passion are one and the same thing, which has two several names, because of the two several subjects whereunto they may relate.

First Reading

Second Reading

Third Reading

_____/10

_____/10

_____/10

Descartes, Rene. "The Passions of the Soul." *The Descartes Web Project*. Trans. Patricia Easton. Claremont Graduate University, 2008. Web.

Save the Last Word for Me by Sandrine Chomereau-Lamotte

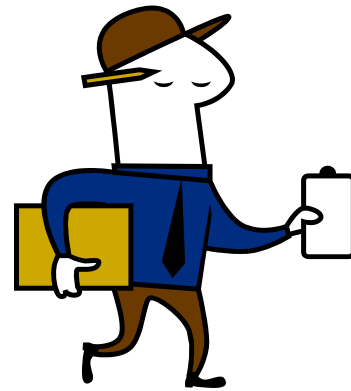
Save the last word for me: A discussion based technique, in which students share ideas and compare interpretations of a reading by being active speakers and good listeners.

Why should I use this strategy in my classroom?

- It will promote participation from shy students
- Students develop ways to see the meaning of a text (as their own interpretations)
- Students learn about similarities and differences in perspectives
- Each individual has an opportunity to share their own thoughts, unlike a defensive debate
- Students have a choice to stick with their own interpretation or revise it without criticism
- Students build on each other's thinking
- Strategy teaches students how to clarify and explain thought process

How do I implement this?

6. Identify a text or video that will be your basis for the activity. Give each student 3-4 note cards.
7. Students read or view selected text (Either done in class or night before depending on time)
8. After reading, have students identify 3-4 sentences that stood out to them and write each statement on a separate note card (on the front). Students should also indicate the page that the statements were found on. Be sure to inform students that they will choose only one statement to share with group but they need alternatives, in case the statement they choose is taken by another group member.
9. Break students into groups (size is up to you). Have one student begin by reading his/her statement, other members of the group then share reactions, and then finally the original statement reader shares reaction and why he/she chose the statement. Students then repeat this process with rest of members. (Be sure to circulate around room during discussions)
10. An optional closing to this activity could be to have each group decide 2 significant things learned by sharing this information.



Ideas/Variations

Use images→ Instead quotes/statements you can implement pictures/images. Pick a bunch of posters, pictures, or sculptures that have to do with unit content. Then have students pick 3-4 items that stand out to them or incite emotion. On the back of the index cards have students explain why they selected the image and what it might represent or it's importance.

Use questions→ Ask students to think of three probing questions that the text brings to mind and write them on one side of each note card. Note that a probing question does not have a defined right answer. Then have students answer the question on the back of each note card. For the discussion, students then select one question for the others to discuss.

When Should I Use This? Save the last word is best used *during* and *after* reading. Students can write their note cards as they read the text, either at home or in class. For after reading, students use the strategy to discuss statements and reactions to the text in groups. This activity provides an opportunity for an informal assessment: listen to student responses or collect note cards at the end of the activity.

Name: _____ Period: _____ Date: _____

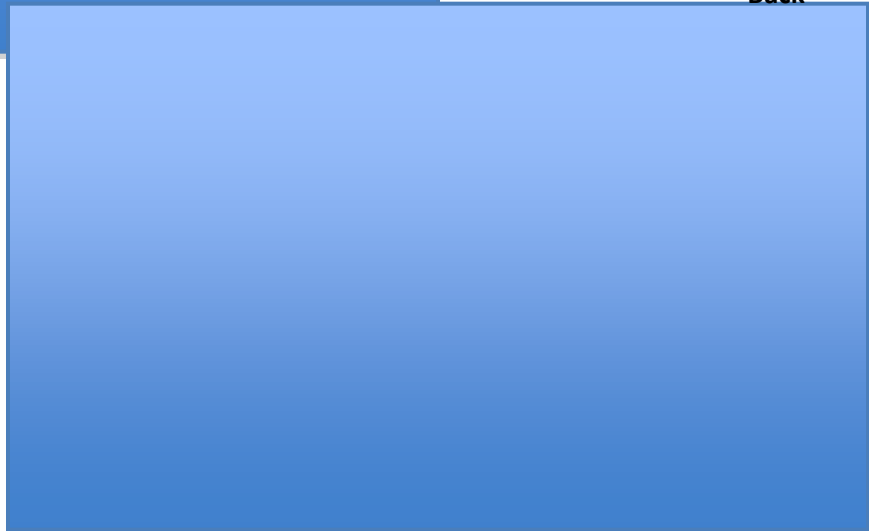
SAVE THE LAST WORD FOR ME

Instructions: Based on the text reading from class write one statement from the text on the front of your note card that you would like to discuss. This may be a statement that angers you, poses a conflict, confuses you, or supports or challenges something you believe. On the other side of the card write your reaction to the sentence. Your reasoning could be because you do not understand it, you do not see a connection, or you have a question about words or phrases used in the statement. Once you have finished your card. Get together with your group: (1) First person shares his/her statement (2) Rest of group shares their reaction to statement (3) First group member shares his/her reaction to the statement and *why* he/she chose it. Repeat this process with your other group members.

Front

A large, empty rectangular box with a blue gradient, intended for writing a statement from the text.

Back

A large, empty rectangular box with a blue gradient, intended for writing a reaction to the statement.

Share one, Get one by Abby Fiedler

<p>What?</p> <p>Share One, Get One is a processing technique that works to extend learning. It can be used as a “brain dump” where students collaborate with their classmates in highlighting the important ideas of the lesson for that day. This provides multiple experiences with the material which allows for a better understanding of the content.</p>	<p>Why?</p> <p>When a student is introduced to a new topic, the student needs time to process the information. This activity allows students to interact with one another allowing the processing to start taking place. It also provides students with an opportunity to get up and move around while interacting with the material. It will be memorable and meaningful to the students.</p>	<p>When?</p> <p>This strategy can be used as an in class assignment or even possibly as a homework assignment. This is a stress free activity designed so that the students have a positive experience with the ideas presented. It also allows them to interact with one another while learning. By making learning fun students will be more engaged during the lesson.</p>
<p>Who?</p> <p>All students will benefit from this activity. By providing another chance to interact with the material, students have a chance to put the material in their words instead of using academic language. This type of interaction will benefit all learners. By having students introducing one topic, fact, or idea at a time students must work together to highlight all the main ideas covered in the lesson.</p>	 <p>The graphic features the text "Share One, Get One" in a large, bold, blue font with a white outline and a slight 3D effect. The text is slanted upwards to the right.</p>	<p>Elements?</p> <p>Within the Share One, Get One there are two steps. The first step is filling in the nine square grid (which can be made larger or smaller according to the material being covered). The second step is the reflection. This can be done in many different ways. You can have students reflect aloud with a partner, individually on their paper, or put the ideas in logical order.</p>
<p>How?</p> <p>These can be used as a formal assessment where the teacher has the grids drawn out on worksheets and collects them for grading. Or it could also be used as an informal assessment where students draw their own grid on notebook paper and keep in their notes to refer to later. Either way, the teacher will be able to assess whether or not the students are meeting the expected standards set for each lesson or if things need to be addressed again in class.</p>	<p>B-D-A-W?</p> <p>Depending on how this strategy is used it could be used before, during, or even after. <u>Before</u> – Would allow the teacher to gain insight on how much knowledge the students have about a certain topic. <u>During</u> – Would allow the teacher to see how much progress is being made throughout the lesson. <u>After</u> – As a culminating assessment, seeing if the students met the standards.</p>	<p>Process?</p> <p>When using the Share One, Get One strategy students are asked to fill in three of the squares on their grid (maybe more or less depending on how many squares there are) and then go around the room asking their peers to fill in the other squares with things they learned from the lesson. Each classmate may only fill in one square per grid. After the students have filled in their grid they will then reflect, processing and highlighting key ideas of the lesson.</p>

Name: _____ Period: _____ Date: _____

Share One – Get One

Step 1: Below is a grid of nine squares. In three of the squares write down three different things that you learned in today's lesson (Ideas, facts, concepts, etc.). Next you will get up and walk around the room, finding classmates that learned something different than the three things that you wrote down. If the classmate learned something different, have them write it in a square on your grid. If they say something that is already written down ask more classmates until you find something different. Each classmate may only fill in one of your squares.

Step 2: After you have your chart filled in completely, go back to your desk and reflect on the nine things that you and your classmates learned from today's lesson. Highlight important points, their relevance, and how they connect to each other.

Reflection:

Summarization Pyramids

Why should we use summarization pyramids?

- Summarization pyramids are often used to check student understanding of concepts and materials learned however they also serve as ways to cater to individual learning needs (as seen below).
- Summarization pyramids are extremely versatile allowing for easy adaptations.
- Additionally summarization pyramids have a wide variety of formats and sizes which also allows for easy adaptation.
- Finally summarization pyramids can use many different prompts, again allowing for adaptations.
- Most importantly they create a foundation to build

When should we use summarization pyramids?

- Typically summarization pyramids are used after learning has occurred and would thus be assumed to only be applicable in one stage of the lesson...
- However summarization pyramids could also be used at the beginning of lessons or during instruction.
- One resource notes that the pyramid could be used to introduce a unit and define major concepts. Thus summarization pyramids could indeed be used before.
- However the same resource also notes that summarization pyramids could be used during instruction to summarize one part of the larger concept (i.e. a single character in a novel).
- Therefore we can see that summarization pyramids can indeed be used at any stage of learning.

Which students benefit?

- The reality of it is that ALL students benefit as research notes that these pyramids serve to meet the diverse needs of students.
- These needs are met by allowing the pyramid to serve as variation in learning styles and preferences, flexible groupings, tiered activities, and as an opportunity for self-assessment.

Variations and Extended Applications:

Create a learning tree with branches and roots to demonstrate the causes of the topic and the branches or fruit the products.

You could also use clouds to demonstrate a summarization process of the water cycle, for example.

For math you could use the different sections of pie or bar graph to represent the different parts of the graphing process.

How do we know which prompts to use?

- There are an innumerable amount of prompts that could be used to facilitate a summarization pyramid.
- The key to applying prompts is to ensure that your shorter, one-word answers prompts appear at the top to ensure sufficient writing space. Thus your longer more critical thinking prompts would appear at the bottom.
- Some prompts you might consider including are: a synonym for the topic, one question it sparks in you, one or two other topics that are related, people who use the topic, what the topic will be like in 25 years, effects of the topic, etc.

Resources:

- Wormeli, Rick. *Summarization in Any Subject - 50 Techniques to Improve Student Learning*. Alexandria, Virginia: Association for Supervision and Curriculum Development, 2008. Web.
- Moirao, Daniel. "Summarization Strategies." Trans. N/A *Student Engagement Strategies*. Ed. N/A. N/A. N/A: Wake County Public School System, 2009. 1-3. Web.

SUMMARIZATION PYRAMIDS

Name: _____

Period: _____ Date: _____

Directions: Use the prompts listed on the board to fill in each of the levels in your pyramid. Make sure that you go in order to ensure that you have sufficient space for your responses. All of your responses should be based on the reading we completed earlier.



USING PICTURE BOOKS IN MIDDLE AND HIGH SCHOOL CLASSROOMS

further
description
of reasons...

WHY USE A PICTURE BOOK?

There are a large number of reasons in which you should consider prior to deciding whether or not to use picture book in your middle school or high school classroom. They include:

- Opportunities for Visual Learners
- Introduction to a Variety of Texts
- Differentiation
- Attention Grabber
- Promote Cultural Diversity
- Enhances and Engages Students' Interest and Interaction with the text (Vacca)
- Springboard to Learning

VARIETY OF TEXTS

The use of picture books helps to create a larger spectrum of texts that students can manipulate and also takes them away from their normal everyday use of the textbook.

SPRINGBOARD

More and more these books are exploring topics such as racism, drugs, death, violence, etc which occur in our society. This exposure to topics allows students to experience and immerse themselves in the topic.

VISUAL LEARNERS

Picture books are great options to facilitate visual learners as the books are chalk full of wonderful images to connect to textual and orally presented information

ATTENTION GRABBER

What a better way to gain the attention of your students than by reading them a picture book. Despite common belief students love to be read to and will thus attentively listen and thus

DIVERSITY

More and more these books are exploring topics such as racism, drugs, death, violence, etc which occur in our society. This exposure to topics allows students to experience and immerse themselves in the topic.

ENGAGED INTEREST

Students will be excited and their interest will be piqued when you offer them the opportunity to explore outside of what is considered the norm and will thus be engaged, interested, and interacting with the text.

DIFFERENTIATION

Picture books are important as they are ways to institute differentiation into your classroom. By giving students resources at different reading levels you are catering to the needs of different students hence differentiation.

FACTORS TO CONSIDER WHILE CHOOSING YOUR BOOK...

- Your personal enthusiasm for the book; can you excite the students?
- Ability to achieve objectives for the lesson; does it accomplish what you want?
- Can it be integrated throughout the curriculum; is it helpful in just your content area?
- Portrayal of diversity; does it include references to diversity?
- Does it have high literacy standards to facilitate middle or high school students?
- Intensity of information; does it provide specific or in-depth information about the topic?
- Also, are the illustrations quality art?
- Do you want to choose a book with lots of text or do you want to choose a book with just pictures?

WHEN SHOULD I USE PICTURE BOOKS?

Picture books can be used before, during, or after the lesson. Obviously they can be utilized as a hook to a lesson to grab students' attention and offer a unique way to begin the lesson. Yet, they can also serve as transitions or resources to clarify already taught content to the students during the middle of the lesson. Finally picture books can be used as a conclusion point or leap in your lesson. This will pique students' interest and encourage them to work hard and attempt to connect the material in the two different books to their own life and experiences.

ADDITIONAL RESOURCES...

"Picture that! from Mendel to Normandy : picture books and ideas, curriculum and connections for 'twens and teens" By: Sharron L. McElmeel.

"A Middle School Teachers' Guide for Selecting Picture Books" By: Bill Costello and Nancy D. Kolodziej.

"The Power of Picturebooks: Resources That Support Language and Learning in Middle Grade Classrooms." By: Nancy Roser, Miriam Martinez, and Michelle Fowler-Amato.

"A Picture (book) is Worth a Thousand Words" By: Margaret Jan Graham.

WHICH STUDENTS BENEFIT?

All students can benefit from the use of picture books in instruction. As noted above in the boxes of further description students of all levels will be able to utilize the text as a way to further their learning of content and applicable skills. Furthermore it offers variety to each and every student's

PROCESS...

First, create your objectives for your lesson.

Second, find a book that fits your objectives and works well with your content. During this phase also consult the helpful factors listed on the left to choose your book.

Third, select a book and implement into your lesson during an appropriate time (see the section when should I use a picture book).

Fourth, give your lesson with the picture book. while giving your lesson you can provide a graphic organizer or other strategy for students to utilize as a guide or thinking stimulator.

Fifth, talk with your students about why you used a picture book and what value it has in their learning.

Name: _____ Period: _____ Date: _____

CONVERSATIONAL ROUNDTABLE FOR PICTURE BOOK LESSON

Directions: Fill in the following graphic organizer according to the headings listed in each box. In this particular organizer the circle in the middle will be the 'big idea' we're discussing and each square will hold an important concept. The bottom rectangle will be a spot for you to make predictions of what's to come as we proceed through the lesson.

CONCEPT:			CONCEPT:
		SIR CUMFERENCE AND THE DRAGON OF PI	
CONCEPT:			CONCEPT:

PREDICTIONS:

Vocabulary Squares by Mary Naughton



When to use vocabulary squares:

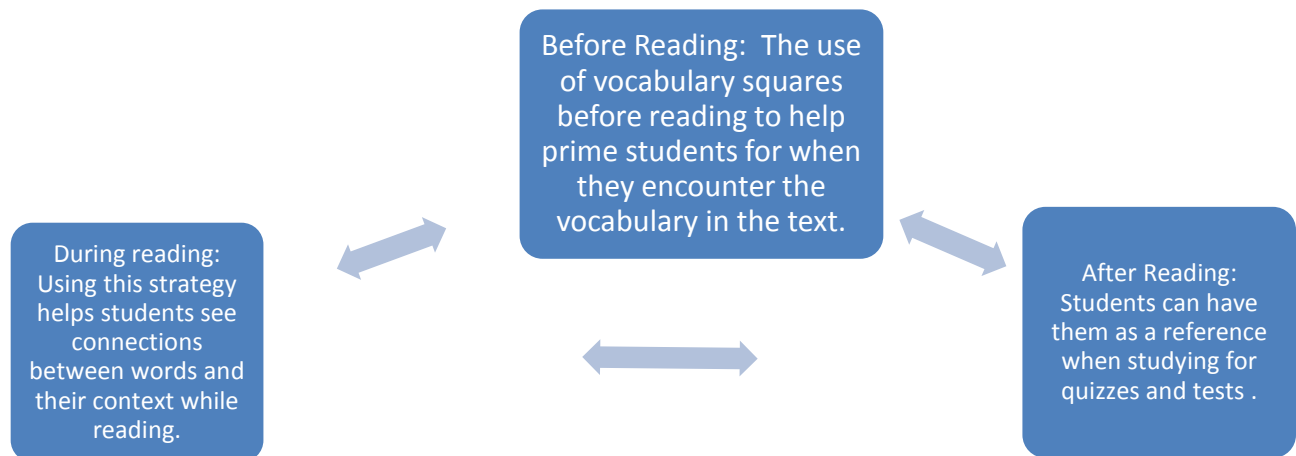
- When the language of the text interferes with student understanding.
- For texts that are at or above a student's reading level.

How to use it:

-Can be used before and after reading but works best during reading. As students read a text and encounter unfamiliar words have them break down and analyze the word. How to break down the word is up to you but a good example for language arts class would be: part of speech, definition, synonyms or antonyms, picture, and a sentence using the word.

Why use it?

- Vocabulary Squares are useful in all content areas.
- It is completely customizable for content
Example: Zoology lesson. Replace part of speech with Biological Classification. The second box could be Habitat. Keep Image and change the other box to Diet.
- It requires students to spend more time interacting with the vocabulary which makes them more likely to remember it.
- It helps students to see connections between words and their context.
- Helps students to begin identify key ideas and vocabulary on their own and practice analyzing a word on their own.
- Works as a tool for students to study for tests or quizzes.
- Would work well in math with formulas. Have a box for the person who discovered the formula and when. One for the formula. One for its practical applications and so on.



Additional sources:

- o *Reading Reminders: Tools, Tips, and Techniques* by Burke, Jim.
- o *Content Area Reading: Literacy and Learning Across the Curriculum* by Vacca, Richard T., Jo Anne L. Vacca, and Maryann Mraz
- o <http://novelinks.org/uploads/Novels/Hoot/Vocabulary%20Squares.pdf>
- o "The Lexile Framework for Reading in Action" by Georgia Standards Resources

Name: _____ Period: _____ Date: _____

VOCABULARY SQUARES

While you are reading *Hymns to the Night* by Novalis you should fill out this chart when as come to the first highlighted word: witherd. In the first box list what part of speech the word is. Don't worry about the etymology of the word for now. In the second I would like you to write any variations, synonyms or antonyms you and your table can think of. In the center you write the word itself. On the bottom left, I would like you to create an original image that represents the word. In the bottom right I would like you to write the dictionaries definition of the word and then what you think the word means in the text. In the very last box write a complete sentence using the word.

Etymology and Part(s) of Speech	Variations, Synonyms, Antonyms
Symbol/Logo/Icon	Definition(s)
Sentence	

WEBQUESTS in the classroom...

What is a

A Webquest is an online, inquiry-based curriculum unit. This type of layout provides students with an opportunity to interact with the information and transform it to create new information that has meaning to them. The task in a Webquest can be almost anything, varying from focusing on one subject or covering multiple subject areas. They often are designed to have three to five students work together towards a common goal. Webquests also include role-playing. This allows students to look at issues from multiple perspectives. The students then become the expert on that particular topic. They can then synthesize the information and create a product that demonstrates their learning.

Why use a

Reasons to consider using Webquests in your classroom:

- * Webquests increase student motivation and engage them in the material at hand
- * The tasks are authentic – making the students relate to real world situations
- * Up-to-date resources are used instead of dated textbooks keeping the students' interest
- * Webquests bring the information to life – immersing the student in the material
- * Students must take on roles where they are part of a team to accomplish a task
- * Students become experts on the topic
- * Webquests promote higher-level thinking – creativity, analysis, synthesis, judgment, and problem solving

When is a Webquest used?

A Webquest can be used before, during, or after a lesson. An easy way to utilize a Webquest would be to use it as an introduction to a subject area or topic. Students are immediately immersed in the information and making predictions. If introduced in this manner, it would supplement an ILPE lesson very well. The teacher would get a clear feel for what the students know, don't know, and are interested in. Just as easily, a Webquest can be used during a lesson. If used during a lesson the main purpose would be to engage your students in higher level thinking about the material. The main ideas would have been addressed prior and this would give the students a chance to explore more on their own. However, using a Webquest after a lesson is another possibility. This provides the teacher with a clear insight as to whether or not the objectives were met as well as providing the students with a summary of what they have accomplished. It provides for additional thinking and new ideas and insights to flourish.

Incentives for using Webquests in the classroom...

- * Webquests can be found online or can be solely created by the teacher. This allows the teacher to control what the students see.
- * Webquests can be easily revised. By linking the Webquest to a Google Doc it is very easy for the teacher to monitor student progress, leave comments for students, as well as modify accordingly. With this type of layout students are encouraged to use information instead of looking for it.
- * Webquests are an easy way to differentiate your instruction by building levels into the process. Another varying factor is the grouping of students. Webquests allow for a variety of groupings, independent work or group work, based on what works best for the students.
- * Webquests provide teachers with a structured environment where they can integrate technology into the curriculum and make it beneficial to the students.

Key elements of a Webquest...

Introduction: The introduction is usually a short paragraph that introduces the activity to the students. It often has a role or scenario involved.
Task: The task informs the learners of what their end-result or culminating project will be.
Process: The process identifies the steps the students should go through to accomplish the task. It also includes the online resources they will need, and provides scaffolding for organizing the information gathered.
Evaluation: The evaluation describes to the students how their performance will be evaluated.
Conclusion: The conclusion summarizes what the learners will have accomplished by completing the Webquest, and often provides additional opportunities to extend their thinking.

Who benefits?

All students benefit from the use of Webquests in the classroom. As stated above, there are a variety of types of Webquests as well as how and when to implement them in the classroom. The most important thing is that it offers variety to every student's learning style and growth.

Process...

1. Select a topic to cover and the objectives for the lesson.
2. Consider your students' prior experiences and knowledge, what interests them, and your goals for them.
3. Select a template and design that captures the main idea of your lesson.
4. Design an introduction, task, process, evaluation, and conclusion page for your Webquest.
5. Introduce the Webquest to the students, modeling how to navigate and what their role is.
6. Immerse your students in the learning environment and watch their knowledge grow and develop.
7. Encourage higher-level thinking and provide positive, constructive comments.

Additional Resources

- * www.questgarden.com
- * www.zunal.com
- * www.bestwebquest.com
- * www.webquest.org

Name: _____ Period: _____ Date: _____

Project: Santa's Helper

Goal for today's lesson: Continue learning about budgeting by working with a real life example.

Directions:

1. I would like you to get with a partner (you will need one computer per pair).
2. Log onto your computer.
3. Open a web browser and go to: <http://questgarden.com/136/33/3/111127171503/>
4. We will go over the process together as a class.
5. Click on the *Task* tab on the left side of your screen.
6. Now click on the *Process* tab and read this page with your partner.
7. Explore the Webquest and when you are done, start shopping!

Remember...you're on a *budget*!

WEBQUEST

"inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet "

- Bernie Dodge
Creator of Webquest

BENEFITS OF TEACHING WEBSITE CREDIBILITY

It teaches students to ask questions of the author.

Gives students an opportunity to learn how to evaluate someone else's work

Builds understanding of the meaning of the material as the students have an increase in their interaction with it.

WHEN TO TEACH WEBSITE CREDIBILITY?

At the beginning of the year! Never assume that your students have been taught this before and teach it to them before they have to use it!

WHY SHOULD YOU TEACH WEBSITE CREDIBILITY?

In "The Internet Reader" Jim Burke states that, "We need to help students develop the skills that they need to determine the accuracy, authenticity, and point of view of internet materials. These skills are particularly important for high school readers who still believe that whatever they read—especially on the internet—must be true."

In *Content Area Reading* Vacca talks about the need to know how to evaluate websites, "Along with the benefits of interactive web texts come the risks of quality control. Because a hyperlink can take the reader to potentially untested sites, students need to be taught from an early age how to evaluate the links they come across and how to use them wisely."

The Bryan Park Project points out in "Is the Internet Making Us Stupid" that students just skim over websites in order to find the answer that they need. Students are no longer evaluating where they got their information from because they cannot focus long enough to do that. It is therefore necessary to slow our students down to make sure they are getting information from reliable places.

HOW TO TEACH WEBSITE CREDIBILITY

Create a checklist of things that a website should supply the user with.

Have students look at a variety of websites while using the checklist that you created for them.

As always, inform your students why you are having them evaluate the credibility of a website.

Urge your student to not only use their new evaluator skills on websites but on any media they use to gather information!

Additional Resources....

Checklist for Website Credibility: <http://www.lib.umd.edu/guides/webcheck.html>

How to Build a Credible Website: <http://credibility.stanford.edu/guidelines/>

Background Reading: Reading Reminders: Tools, Tips, and Techniques by Jim Burke

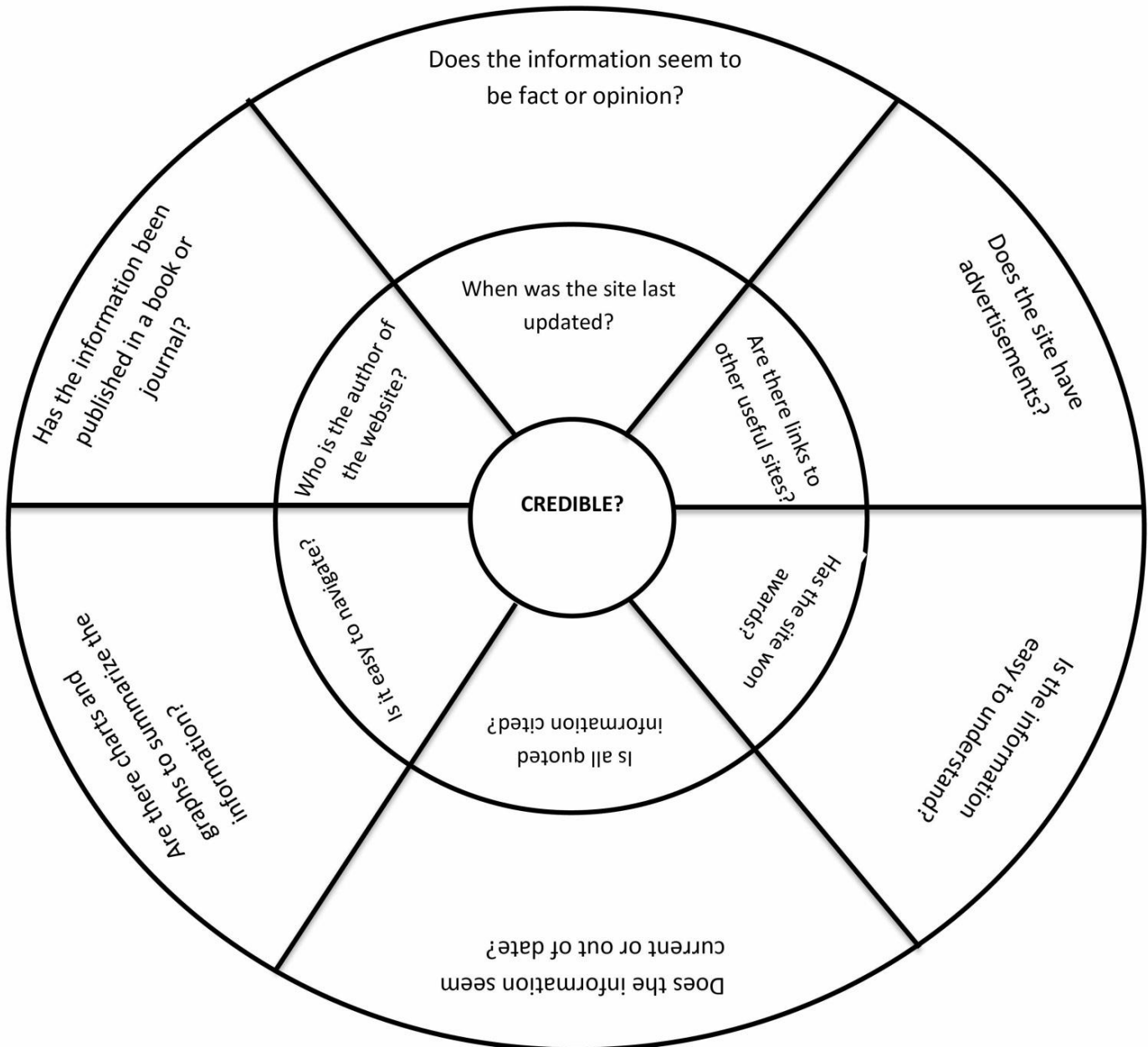
Background Reading: Content Area Reading by Richard Vacca, Joanne Vacca, and Maryann Mraz

Name: _____ Period: _____ Date: _____

Website Credibility

1. Google “Barack Obama facts” and pick a website to evaluate.
2. Website URL:

3.



WORD PROBLEM ROULETTE

What is the Word Problem Roulette strategy used for?

This **before, during, and after** literacy strategy promotes collaborative learning by requiring students to work in a group on a problem-solving activity. This strategy assists students in communicating their ideas by writing out the steps to solve a word problem using sentences before mathematical symbols.

When should the Word Problem Roulette strategy be used?

This strategy should be used in a small group setting that allows students to explore various word problems verbally and in writing. This strategy can be used as an activity that allows students to work together to problem-solve and learn from others by solving the problem in a collaborative manner. Overall, this strategy can be used as an activity to apply students' prior knowledge and experiences with word problems to enhance their communication and problem-solving skills.

What students would benefit from the Word Problem Roulette strategy?

Regardless of content area or age level, students from kindergarten to middle school to high school can effectively use this strategy to communicate the steps of solving any word problem in writing. This strategy is an effective way to allow students the opportunity to collaborate with others if the word problem or problem-solving process is complicated.

Why is the Word Problem Roulette strategy used?

The Word Problem Roulette strategy is used to promote group interaction while also allowing students the opportunity to enhance their verbal and written communication skills by solving a word problem.

What learning objectives does the Word Problem Roulette strategy reach?

Most commonly used in a Math class, the Word Problem Roulette strategy is an activity that aids in students communication and problem solving skills. By first verbally discussing the solution to a word problem in a small group setting, students can learn to listen to others and communicate their own ideas. Similarly, this activity activates students' problem-solving skills by ensuring each student contributes to the overall solution of the word problem within their group by writing out the steps of how to solve a problem in sentences before solving it using mathematical symbols.

How to use the Word Problem Roulette strategy:

1. Select one word problem for each small group to solve
2. Distribute the Word Problem Roulette activity sheet
3. Discuss with students the process of the Word Problem Roulette strategy and why it is used.
4. **Verbal:** Each group should solve the word problem verbally first. Each group should come to a verbal consensus on how to solve the word problem before moving on to the next step.
5. **Written:** Students should take turns writing one step of the process needed to solve the word problem in sentence format. By passing around the activity sheet, each student will write the succeeding step of the process (previously discussed verbally) for their given word problem.
6. After each group has verbally discussed and written the steps to solve the word problem, ask one member from a group to read the word problem and their solution steps to the class as another group member solves the problem on the board using mathematical symbols as the sentences are read aloud.
7. Ask for volunteers from other groups to write their solution steps on the board as well to review the variety (if applicable) of processes that can be taken to solve the word problem.
8. Debrief students on the importance of being able to communicate their ideas and solutions to a problem verbally, in sentences, and in mathematical symbols in order to fully understand and solve a word problem.

Name: _____ Period: _____ Date: _____

Directions:

Read the word problem below and discuss with your group how to solve the problem. After you reach a verbal consensus in your group on how you would solve the problem, step-by-step, take turns writing each step in order in a sentence format. The Word Problem Roulette activity sheet should travel around the circle as each group member gets the opportunity to right a sentence (without math symbols) for a step in the process to solve the word problem. After all sentences have been written, you may follow the steps to solve the word problem mathematically.

Justin is making snowballs to build a snow fort. Justin can build 15 snowballs in an hour, but 2 snowballs melt every 15 minutes. How long will it take him to build 210 snowballs?

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Work with symbols:

Word Sort by Mary Naughton

When:

When introducing how key words or concepts fit together. To enhance student understanding of how words relate and how to evaluate and categorize words on their own.

How:

A teacher will make a list of key vocabulary and concepts. Then students will write each word onto a note card (one word per card). In a “closed sort” the teacher would then give the students a set of categories into which the students would sort the words. In an “open sort” however, students would come up with their own categories into which they would sort the words. In practical terms the number of words should be kept fairly low. It would become cumbersome and difficult to have a student write out forty different words on note cards and try to sort them.

Why :

- It helps students to form a deeper understanding of key concepts by forcing students to figure out how concepts fit into categories and relate to one another.
- Helps students to form schema into which they can place their knowledge.
- It works well with any content area. The words and categories are customizable and can fit any material. For example, a math teacher could list a series of numbers on the board and have the students categorize them into things like: prime numbers, irrational numbers, whole numbers, even numbers, and numbers divisible by So it is a strategy that will work well with many different subjects and not just English and literature courses.
- An open sort allows students to look at a group of words and come up with their own method of categorizing them in a way that is more meaningful to them.

IDEAS:

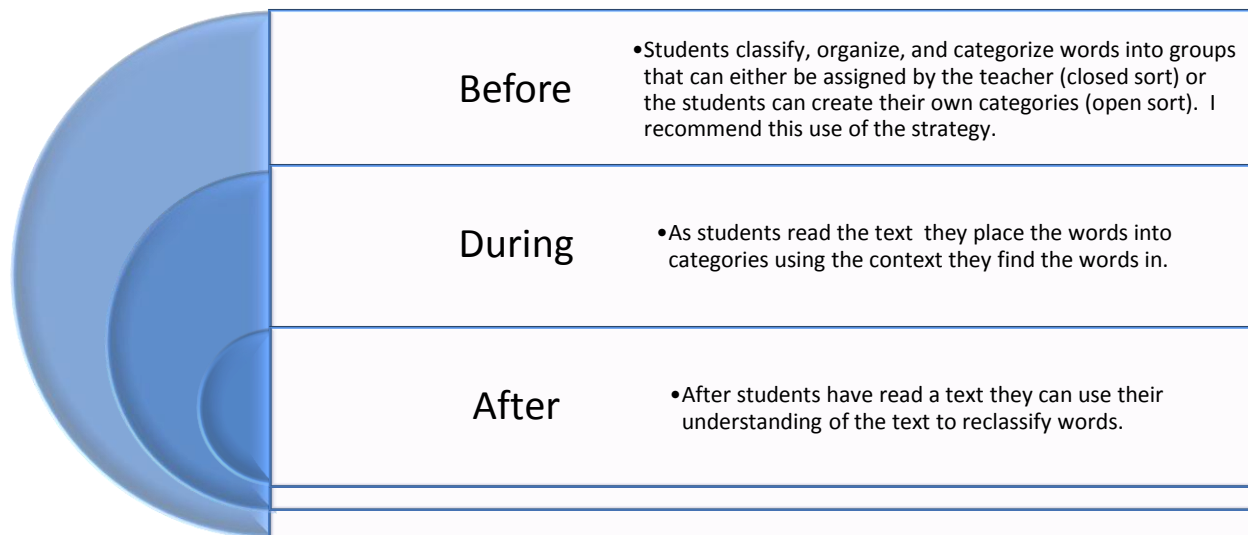
Biology- fit animals into different classifications- phylum, species, etc.

Math- fit numbers into categories by what they are divisible by.

German- place nouns into categories based on gender.

History- WWII place countries into AXIS or ALLIED categories

Chemistry- Place elements into categories, noble gases, alkali metals, etc.



Resource:

Barton, Mary. *Teaching Reading in Science*. ASCD, 2001. Print.

Name: _____ Period: _____ Date: _____

BORROWED ENGLISH

Directions:

Below you will find a list of English words. Each of these words originated in another language but was slowly accumulated into our vernacular. There are three categories of words; ones with German origins, French origins, and Arabic origins. It will be your job to take the words and write them on note cards that I will provide for you. You will place one word on each card. Then you will sort and place them under the category they fit into. For example the first word is pretzel. Pretzel originated in German so you will put it under the German heading. Do the same for each of the words. You will want to use a dictionary or the internet to look up the words.

WORDS:

pretzel

aspirin

algebra

biscuit

arson

diesel

dachshund

camouflage

picnic

cipher

coffee

cotton

garbage

German

- Pretzel

French

Arabic

Word Splash by Susan Fricke

How to implement word splash:

- Identify the content you want students to know and make a list of key vocabulary words and concepts associated with the content.
 - The number of words you choose to present to your students will depend on the complexity of the words and your students' prior experience with those words.
- Present these words and concepts to the class in a mismatched and haphazard way.
- Ask students to put the words and phrases in logical order (this can be done individually, in small groups, or as a whole class).
- If the activity was not done as a whole class, ask groups or students to share.
- Ask students to focus in on what they will be learning for the day.
- Once students have identified the day's main idea conduct your lesson.
- Then ask students to go back to their papers in groups and place the words in a logical order that will create a summary of the material they just learned.
- Ask students to share summaries to the class.
- Take time to debrief your students about the differences between their first and second summaries.

What to be cautious of during word splash:

- Students will remember best what they experienced first. It is important to not spend too much time on the students' summaries before the lesson.
- Instead, move quickly into the day's lesson.
- This way, students will not hold on to their early misconceptions.

When should we use these strategies?

- **Before-** By having the students think about the material before you formally introduce it you are giving yourself an opportunity to formatively assess them on their knowledge.
- **After-** Many students may not have had the right idea the first time around. By letting students return to their work after you have taught the less you are letting the students go back and correct their errors in thought. It is very effective to have them correct their own work as well as gives you another opportunity to assess the student's on their knowledge and the improvements that they have made.

Word Splash: Permutations

Directions:

1. Look at the box of words below with your partner.
2. Based upon what you already know about those words try to arrange them in a logical order. Then use “filler words” in between the vocabulary words in order to create a summary.
3. Present this to the class
4. Engage in today’s lesson on permutations.
5. Go back with your partner and your new knowledge on permutations and repeat the activity that we did at the beginning of class.
6. Look back at your first example, with your partner. What is different between your first and second summaries?
7. Present your new summaries to the class.
8. After hearing the summaries of your classmates, if you were told to write a third draft of your summaries tell your partner what you would want to include.

